

**WHEN A CRISIS HITS, WILL HONG KONG SECONDARY SCHOOLS BE READY?  
~CRISIS MANAGEMENT AND RESPONSE CAPABILITIES IN SECONDARY  
SCHOOLS IN HONG KONG~**

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## ABSTRACT

Our research shares similar scope and value as a former study concerning effective school management done by Ray Bolam et al in 1993. Based on secondary research about existing studies and measures on school crisis management, a survey questionnaire consisted of 61 items was designed. In response to our invitation, 128 secondary schools throughout the 18 school districts volunteered to participate in the study. This report provides systematic, research-based knowledge about the perceived characteristics of effective managed schools in crisis situations. Moreover, it is the first Hong Kong study to operationalize perceived likelihood of crisis occurrence and perceived crisis impact using a list of common high school crises developed by Becker (1997). Various comparative analyses are performed in breadth and depth. As an exploratory research in school crisis management, this report may also act as the foundation for further studies in this area.



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## CHAPTER I

### INTRODUCTION

*It was Sunday night when three Secondary 2 teenagers of the same school committed suicide together in a rented room in Cheung Chau Island. On the following Monday after the news was announced, the entire school was in grief while rumors of different kinds arose. As the principal of this secondary school, how should you deal with this crisis situation? More importantly, does your school have the crisis management and response capabilities to contain such crisis?*

Situations like the above have shown that a school crisis may occur at any time and strike with varying degrees of severity. Student suicide is only one of the many crises that can occur in the school environment. Campus fire, toxic chemical spill, violence activity, drug abuse, or racial discrimination is another example.

Our society has changed. One can no longer routinely think that crisis situations happen only to others or that tragedies happen only in unfortunate individuals. The disaster of September 11 has marked a warning signal in human history that crisis management is inevitable. It is possible for a crisis to hit anyone or any organization, and one should better be prepared for it. With the increasing number of school crises happened recently, crisis management issues in the education sector should not be overlooked.



When school personnel are prepared to deal with a crisis, students can continue to grow emotionally, intellectually, and physically. Divisiveness, trauma, and emotional distress can be reduced with proper crisis management. In this report, crisis management and response capabilities in Hong Kong secondary schools are surveyed. As an exploratory research in school crisis management, this report may also act as the foundation for further studies in this area.

### Literature Review

It is important to note that most of the articles or publications found through our secondary research regarding school crisis management are based in the context of the United States.

The need for crisis planning and management is clearly established within the educational literature (Embry, 1997; Bender & McLaughlin, 1997; Gilliam, 1993). Smiar (1992) explains that a crisis is not a situation in which a person's or group's management skills are inadequate, but rather a time when we are not ourselves and the world around us is completely changed. Schools and businesses alike have found that mismanagement of a crisis can cause more lasting harm to the organization than the crisis itself (Jay, 1989). Linde (2001) also argues that schools are increasingly being managed like businesses. Without effective strategic planning, principals will be involved in crises.



According to Weindling (1997), strategic planning is a technique which assists leaders and managers in getting direction when the future is getting unpredictable and turbulent. Crisis management is a way of continuously keeping the organization on course, by making adjustments as internal and external contexts changes (Linde, 2001).

Crises in American schools often are related to violence (Gullatt & Long, 1996). Even when precautions are taken, violence finds its way into schools (Kadel & Follman, 1993). Gullatt and Long (1996) suggests the elements to be included in an effective school crisis management plan: organizational structure, possible crisis scenario discussion, training of staff, internal communication plans, external communication plans, crisis drills, community resources, return to normalcy, debriefing and follow-up, and evaluation. Gilliam (1993) identifies the three phases of crisis management as: pre-crisis, crisis, and post-crisis. The role of school administrators will be different in each of the three phases.

Jay (1989) states that administrators can identify and stay better informed about potential crises if the lines of communications are open. It is important that all stakeholders involved in a crisis know what is happening. Both students and staff need to be informed in order to reduce confusion and chaos (Kadel & Follman, 1993).

Because time becomes a crucial factor during a crisis, the crisis management plan should be presented in a quick reference fashion for ease of use (North Carolina Department of Public Instruction, 1988; Olson, 1990)

### Objectives

Research objectives of this report include –

- i. To access the crisis management and response capabilities of secondary schools in Hong Kong (refer to ‘General Findings’ of Chapter IV).
- ii. To find out any similarities or differences in crisis management and response capabilities among different school profiles (refer to Hypothesis 1 to 6 of Chapter IV).
- iii. To make recommendations for improvement in crisis management and response capabilities for Hong Kong secondary schools in the future (refer to Chapter IV & V).

### Definition of Terms

Oxford Advanced Learner’s Dictionary defines a crisis as a decisive moment; a time of great difficulty or danger. Merriam-Webster’s Collegiate Dictionary describes a crisis as an emotionally significant event or radical change; an unstable or crucial time, or state of affairs in which a decisive change is impending.

In this report, a school crisis is viewed as any event that drastically disrupts or alters the daily operations, or the physical or emotional status of a distinct proportion of

students or staff in the school environment. The following is a list of situations that can be labeled as school crises (Becker, 1997):

- (a) Campus fire / building damage
- (b) Toxic chemical spill
- (c) Injuries on campus
- (d) School bus accident
- (e) Explosion (eg. during lab experiment)
- (f) School evacuation / relocation of students
- (g) Natural disasters (eg. severe thunderstorm, flood, or typhoon)
- (h) Student / teacher death
- (i) Campus intruder / unrest
- (j) Terrorist activity (eg. bomb threat, or hostage situation)
- (k) Suicide or threat of suicide by students / teachers
- (l) Crime on campus (eg. assault, robbery, rape, or gang activity)
- (m) Violence on or near campus (eg. gang / triad fight, beating, stabbing, or homicide)
- (n) Racial tension among students (eg. between Hong Kong and Mainland students)
- (o) Arrest of teacher / employee (eg. for drugs, sex offense, or violence)
- (p) Change in related governmental policies (eg. new banding system, curriculum reform, or change of subsidy scheme)

Seymour and Moore (2000) identify two categories of crisis – “Cobra” & “Python”. “Cobra” is the type of crises that hits suddenly, takes an organization completely by surprise, and plunges it straight into crisis without any previous symptoms. Situations (a)



to (j) in the above list can be categorized as “Cobras” because school administrators cannot foresee them. On the other hand, “Python” is a ‘slow-burning’ type of crises that steals up and gradually crushes an organization, issue by issue. Situations (k) to (p) in the above list can be viewed as “Pythons” since their related problems may have already existed or known well before the crisis arrives. “Pythons” can paralyze the organization because the full damage potential of those known problems has often been insufficiently addressed or even ignored.

### Background Information

#### Secondary Education in Hong Kong

In September 2000, there were 486 secondary schools in Hong Kong, which had a total student enrollment of 456,693. The percentage of children aged 12 to 14 receiving full-time education is 96%, and the corresponding figure for the 15-16 age group is 86%.

There are five main types of schools in Hong Kong—

- Government schools which are wholly operated by the government;
- Aided / Subsidized schools which are fully aided by the government but run by voluntary bodies;
- Direct Subsidy Scheme (DSS) schools which receive funding from the government but are allowed to decide their own curriculum, fees, and admission requirement;

- Private schools which are financially independent from the government; and
- English School Foundation (ESF) / international schools which offer education mainly to English-speaking and international students.

Appendix 1 shows the percentage of these five types of schools.

Under the Basic Law, education from Secondary 1-3 (or equivalent) is compulsory for all children in Hong Kong. In 1999/2000, the approval public spending on education amounted to \$52.25 billion, representing 21.7% of the government's total recurrent expenditure and 11.3% of capital expenditure.

On the completion of primary education, students are allocated free junior secondary places in government and subsidized schools. The Secondary School Places Allocation (SSPA) System is based on internal school assessment, scaled by centrally administered Academic Aptitude Test (AAT), parental choices and the division of Hong Kong into 18 school districts. SSPA ranks students in each school district from Band 1 to Band 5 according to the results from internal school assessment and AAT. Priorities for allocation and parental choice fulfillment are firstly given to Band 1 students and lastly to Band 5 students. In 2000/2001, the government reduced the number of ranks from five to three under the new banding system.

According to statistics in 2000/2001, the average class size in Secondary1-5 and Secondary6-7 is 38.3 and 30.3 respectively. The total number of secondary school teachers is 25,093, which contributes to a student-teacher ratio of 18.6:1.

The number of children and teenagers arrived from Mainland China has been increasing in recent years. In 2000/2001, Mainland secondary students amounted to 3,030 from 1,186 in 1995/1996. The government has also been emphasizing the concept of “home-school partnership”, and the number of schools with parent-teacher association was increased from 312 in 1999/2000 to 383 in 2000/2001.

### Existing Guidelines on School Crisis Management

In recent years, the Education Department has been actively increasing the autonomy and flexibility for the administration of schools. Procedures have been streamlined and responsibilities devolved to the school level. This has brought about various changes in administration, which are communicated to schools in circulars issued from time to time. To provide a more comprehensive source of information and to support schools in their day-to-day operation, the School Administration Guide (SAG) has been developed along the following lines:

- Clarifying key educational policies, legislative requirements and regulatory requirements in the Codes of Aid; and
- Recommending good practices and outlining their principles and rationale.

There are eight sections in the SAG, and ‘Crisis Management’ is covered in one of the sub-topics under the last section of the guide. The SAG states the general principles of crisis management (refer to Appendix 2) and identifies five common crises namely:



accidents, handling incidents of infectious diseases, student suicide cases, gas leakage, and bomb calls. Suggestions on how to handle these crises are given by referring to other parts of the SAG or to previous circulars issued by the Education Department. Recommended practices on dealing with other crisis-related problems are also attached in the guide. For example, the suggested procedures for handling students with behavioral difficulties in schools are provided (refer to Appendix 3).

### Common Crisis-prone Teenage Problems in Hong Kong

While the government is putting its effort in suggesting schools on good administration practices, certain behavioral problems in juveniles or young adults may build up to cause school crises. Some examples of common teenage problems are:

- Teenage suicide –

Hong Kong's suicide rate is 14.4 out of 100,000 persons, even higher than that of the UK (7.4) and the US (12). In 2000, an average of 2.7 suicides occurred daily. Although most suicides are committed by adults, adult suicides do have a bad influence on teenagers. A poll of 7,192 primary and secondary students revealed a 7.9% increase in the number of suicidal youngsters compared to 1999. The survey found that 26.1% of respondents had considered killing themselves, 9.7% had planned to do so, and 4.3% had attempted suicide.

- Crime situation in juveniles and youngsters –

In 2001, the number of juveniles (aged under 16) and young people (aged 16-20) arrested for crime was 5,909 and 6,145 respectively. Although these numbers had decreased compared with those in 2000, the level of juveniles and young crime offenders still remains high (refer to Appendix 4). The creation of 33 School Liaison Officers in September 2001 is a positive step taken by Police to combat juvenile crime at school.

- Teenage drug abuse –

Among the 4,358 newly reported drug abuse cases in 2001 (Jan-Sept), 48.9% was committed by youngsters under age 21. The increased popularity of rave parties in Hong Kong has been criticized as one of the reasons for the high rate of drug abuse. A study found that there was a higher rate of drug abuse in international schools than in other types of schools in Hong Kong.

### Recent School Crises in Hong Kong

To illustrate the need of proper crisis management and adequate crisis response capabilities in secondary schools, examples of recent school crises in Hong Kong are shown in Appendix 5.

### Significance of Study

As we have come across with different literature review and information search, we do recognize that most of the researches concerning secondary school crises are only of American basis.

Even though there are a few related researches (Hau, 1993; Hau & Lew, 1989) from Hong Kong, they are only focus on two types of crises, which are psychological or policy related issues but not from a crisis management perspective. As those researches are concentrated in one area, they could not address the general issue for overall crisis management for school.

It cannot be denied that running a school today is not a simple task for those CEO (principal) or executives (administrative staff or teachers). It is no doubt that they are actually running a non-profit organizing which has to conduct training (education) to the customers (students).

Our research is taking the lead to be an exploratory study for school based crisis management. Our aim is to give a 360-degree of study on the possible crisis situations in secondary schools in Hong Kong. With the emerging numbers of school crisis today, we believe it is necessary for school to have a comprehensive and well-defined crisis management plan in place.

We will try to point out the most frequent crises happened at Hong Kong secondary schools and estimate the readiness and awareness of crisis management.



## CHAPTER II

### METHODOLOGY

#### Research Design

With respect to the main objective of this report, the research method had one main component: a fax/email questionnaire survey after we learned the background from secondary sources and 3 local high schools. In response to our invitation letter (see Appendix 6), 128 secondary schools throughout the 18 Hong Kong districts volunteered to participate in the study.

The questionnaire (see Appendix 7) was designed for the project in the light of the research cited. It consisted of five sections, with 61 items of different level of measurement. All the questions measuring degree are 10-point Likert type, using a scale ranging from “strongly agree” to “strongly disagree” or “very low” to “very high”. These were organized under five headings: Section A; Section B: Crisis Situation Audit; Section C: Overall Speaking...; Section D: Past Experience; and Section E: School Profiles. Means were calculated separately for different school profiles in order to compare their overall responses to each item. The chi square test of significance was used to compare the responses to items given by different schools. Unless otherwise specify, we assumed significant differences exist at the 5% level.

This exploratory study began with literature research which aimed at learning basic information such as the common types of high school crisis, elements of effective school management, Hong Kong secondary schools' profile, and so on. Secondary data were collected through two main channels: published articles and Internet library. Due to lack of local research in this topic, most of the literature references are in fact from the U.S.

### Description of the Sample

There were 128 schools voluntarily participate in the project through our solicitations and other referrals. The samples included 90 co-educated schools, 23 girl's schools, and 12 boy's schools. Of which, 45 were using English, 77 of them were using Chinese, and 3 of them were using other language such as medium of instruction. A more detail profile of participating schools was being cross-tabulated which can be found in the appendix. These schools were drawn randomly from the list of local high schools of the 18 districts compiled by the Hong Kong Education Department.

To generate a more complete and reliable picture of Hong Kong high schools, we confined our subject to be either school principal, vice principal, supervisor, or crisis management team member. To improve reliability further, subjects were reassured that

they remained anonymity and hence no any sorts of follow-up were performed in the later stage.

A 4-page questionnaire was sent out to the subjects via email and fax starting from February 2002. Each school was required to complete only one questionnaire. Until the cutoff date in April 18, the response rate was 56%.

### Definition of Grouping Items

- “School type”: boy’s; girl’s; co-ed school
- “School finance”: government financed; government subsidized; direct subsidy scheme; privately financed; ESF/international school
- “Number of students”: <500; 501-1000; 1001-1500; 1501-2000; >2001students
- “Average class size”: <10; 11-20; 21-30; 31-40; 41-50; >50 students
- “Number of teachers”: <10; 11-20; 21-30; 31-40; 41-50; 51-60; >60 teachers



- “Medium of instruction”: English; Chinese; others language
- “Years of history”: <10; 11-20; 21-30; 31-40; 41-50; 51-60; 61-70; >70

Due to limited sample size, chi square test and ANOVA test might either generate unreliable results or generic comparison cannot be made. One way to improve the situation is by pooling the groups into smaller categories. After learning the actual counts for each profile groups, we created four new grouping variables in our SPSS database and defined them as follows:

- “School type”: we combined “boy’s” school (n=12) with “girl’s” school (n=23) to form a new group named as “non co-ed” school. The “co-ed” group remains unchanged.
- “School size is small or large”: here we define “smaller size schools” as those schools fewer than 1,000 students. This group is made up of schools with “<500” students (n=9) and that with “501-1000” students (n=39). Schools with “1001-1500” (n=76) and “>2000” (n=1) students are named as “larger size schools”.

(Please be noted that there is no school within the “1501-2000” category.)

- “School history is long or not”: we combined schools of “<10” (n=10), “11-20” (n=22), “21-30” (n=23) categories into a new category as “newer schools”. “Older schools” category is made up of schools from categories of “31-40” (n=36), “41-50” (n=13), “51-60” (n=2), “61-70” (n=2), and “>71” (n=17).
- “Banding of students”: students in Hong Kong are being classified in 5 different “bands” according to Secondary School Places Allocation Scheme (SSFA). We then grouped schools with majority of students classified as “band 1” (n=39) and “band 2” (n=31) into a new group as “higher banding”. Schools with majority of students classified as “band 3” (n=18), “band 4” (n=12), and “band 5” (n=19) were grouped into “lower banding” group.

### Definition of Constructs and Their Relationship

From the list of crises that are most commonly experienced by schools (Decker, 1997), we include all the 20 crises with little wording modifications to reflect local content and 1 “others” item in Section B of our survey questionnaire. In this section, respondents were asked to give a score from 1 “very low” to 10 “very high” for each of

the crisis about its 1) perceived likelihood to occur, and 2) perceived impact on school. The items that were used to measure the two constructs “perceived crises likelihood to occur” and “perceived crisis impact on school” can be found in Table A (see Appendix 8).

Table A also reports reliabilities of the various scales for measuring the two constructs. These reliabilities are measured using Cronbach’s  $\alpha$  (Cronbach, 1970). It is proved that all the scales have Cronbach  $\alpha$  exceeding 0.7 which is the minimum level required for a reliable scale (Nunnally, 1978).

Table B (see Appendix 8) shows the test of unrelated constructs was done to see if perceived likelihood of crisis occurrence will affect perceived crisis impact on school. Regression using the former construct as independent variable and the later as dependent variable was performed. It was found that the perceived school crisis impact, to a very great extent, does not depends on perceived likelihood (adjusted  $R^2 = 0.040$ ) even though the result is significant at 5% level. (Figures on tests on constructs using Cronbach  $\alpha$  and regression are shown in Appendix 9)

The independence of the two constructs reflects a more objective assessment of perceived crisis’s degree of impact on school. Later, tests about different schools’ means on each construct will be presented.



## CHAPTER III

### LIMITATIONS

Some difficulty was experienced in the research process since many of the findings relate to such broad and all embracing concepts as crisis experienced and crisis management. Specific limitations are summarized as follows:

- 1) As anonymity was guaranteed in this research, respondents did not have a chance to clarify the questions from the research team
- 2) Because of the representative nature of the sample, it was expected that the responses would be skewed in a positive direction. This expectation was confirmed: the means for most 10-point Likert scale items were close to favorable direction, though they were not uniformly high on all items and vary from school to school. This bias in the sample was built into the project from the outset and its implications must be borne in mind reading and interpreting the findings. Specifically:
  - we cannot say how typical or representative this group of schools are of schools in general
  - due to complexity in instrumental design, respondents might have misinterpreted or misunderstood the questions that were asked

- there is no information about schools which were perceived to be ineffective in crisis management or deemed to be risk prone
- any implications for Hong Kong secondary schools in general must, therefore, be drawn with great caution.

## CHAPTER IV

### DATA ANALYSIS AND DISCUSSION

#### General Findings

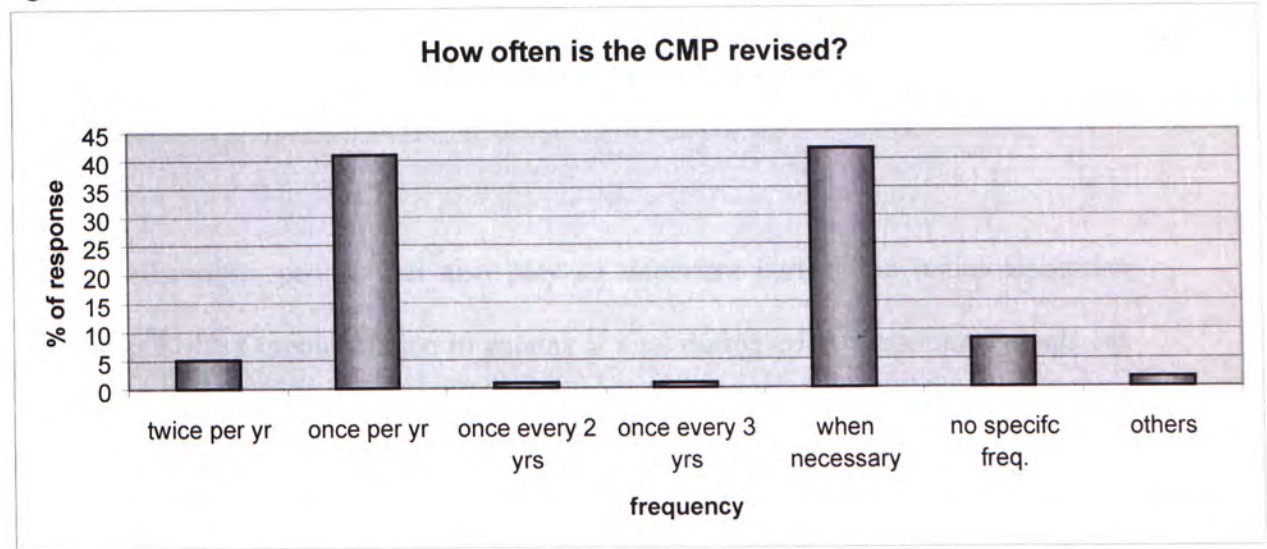
##### Findings on Crisis Management Plan (CMP)

92.9% of the schools participated in our survey have a Crisis Management Plan in place (CMP). It implies that a majority of Hong Kong secondary schools are prepared for crisis to some extent.

Concerning the frequency of revising CMP, 41% of schools revise their plan once per year while 41.9% (Figure 1) of them revise their plan whenever necessary. The majority revise their plan “when necessary” may indicate that those schools will only revise the CMP after the crisis has happened. As crisis prevention should be planned well before crises happen, we think that the revision of CMP only “when necessary” is a latent action. We suggest the school administrators should take a proactive role and have a regular situation audit for every quarter or at least twice a year.



Figure 1:



People Involved in the Design of CMP

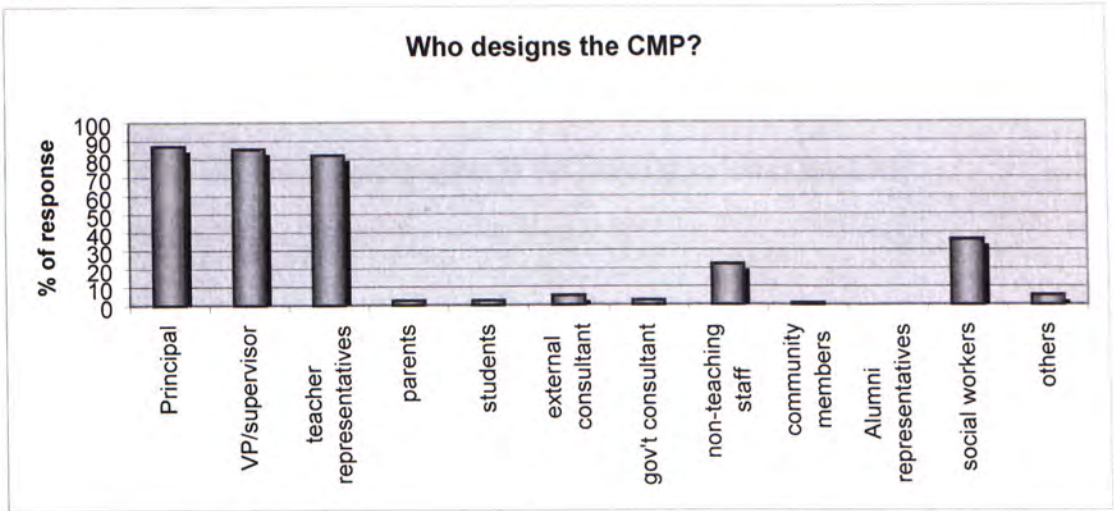
People involved in the construction of CMP are mainly consisted of five individuals (Fig 2), which include the principal (87.2%), vice-principal/supervisor (85.6%), teachers (82.2%), non-teaching staff (22.2%) and social workers (35.9%). The findings show that there is extremely low involvement of community members (0.9%), parents (2.6%) and students (2.6%) in the design of CMP; however, these individuals may also play important roles in forming a workable CMP.

For instance, community member like the Samaritan Befrienders may help to recommend how to handle or provide some service whenever there is a suicidal case or

psychological disorder case. Moreover, students should also be included in the building of CMP because they can be the major stakeholders of a crisis. It is also very important to have student resources when situations call for information that is widely known only by students.

Furthermore, parents can also play an important part at the initial discussion concerning CMP. Communication to parents is vital during crisis situations. Parents can be advocates and assist the school in many ways.

Figure 2:



People in the Crisis Management Team

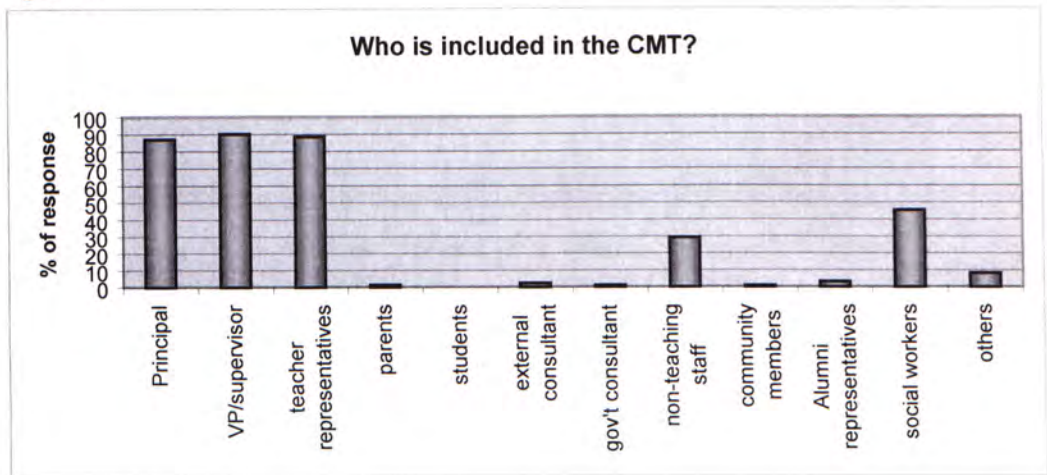
96.9% of schools in our survey have a Crisis Management Team (CMT), and normally the size of the CMT around 6 to 7 members (mean=6.64). Similar to the people involved in the design of CMP, members in the CMT (Fig 3) are the principal (87%), vice-principal/supervisor (90.2%), teachers (88.6%), non-teaching staff (29.3%) and

social workers (45.5%). Again, findings show an extremely low involvement of parents (1.6%) and students (0%).

We do understand that when crisis happens, it may not be practical to cooperate with parents or students in some circumstance. For instance, when there is a suicide case at school, those parents in the CMT may be able to show up immediately since they may be at work. Besides, students may also be not mature enough to deal with crises such as suicide, gang fright or multiple injuries.

For the CMT, it may not be necessary to include parents or students. But we do recommend that after each crisis, a debriefing session should be held for both parent-teacher association and student representatives in order to have better communication. This could certainly help to get insights in the future revision of the CMP.

Figure 3:



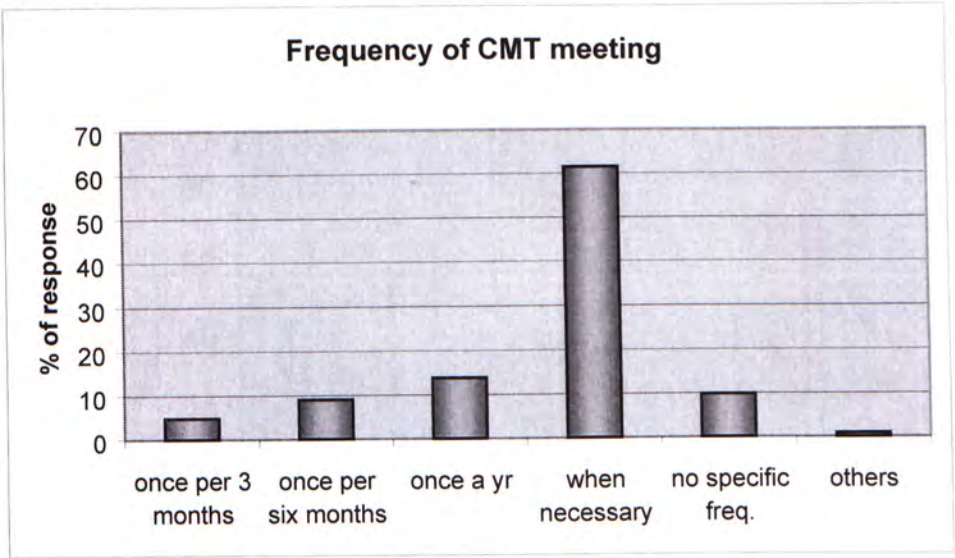


CMT Meeting

The frequency of CMT meeting (Figure 4) is the same as that of CMP revision. 13.9% of schools in our survey have a CMT meeting once per year while the majority 61.5% only have meeting whenever necessary. This observation implies again that the majority of CMT may hold the meeting after the crisis has occurred.

We suggest that schools should have regular CMT meetings or drills that could help to improve cooperativeness during crisis.

Figure 4:



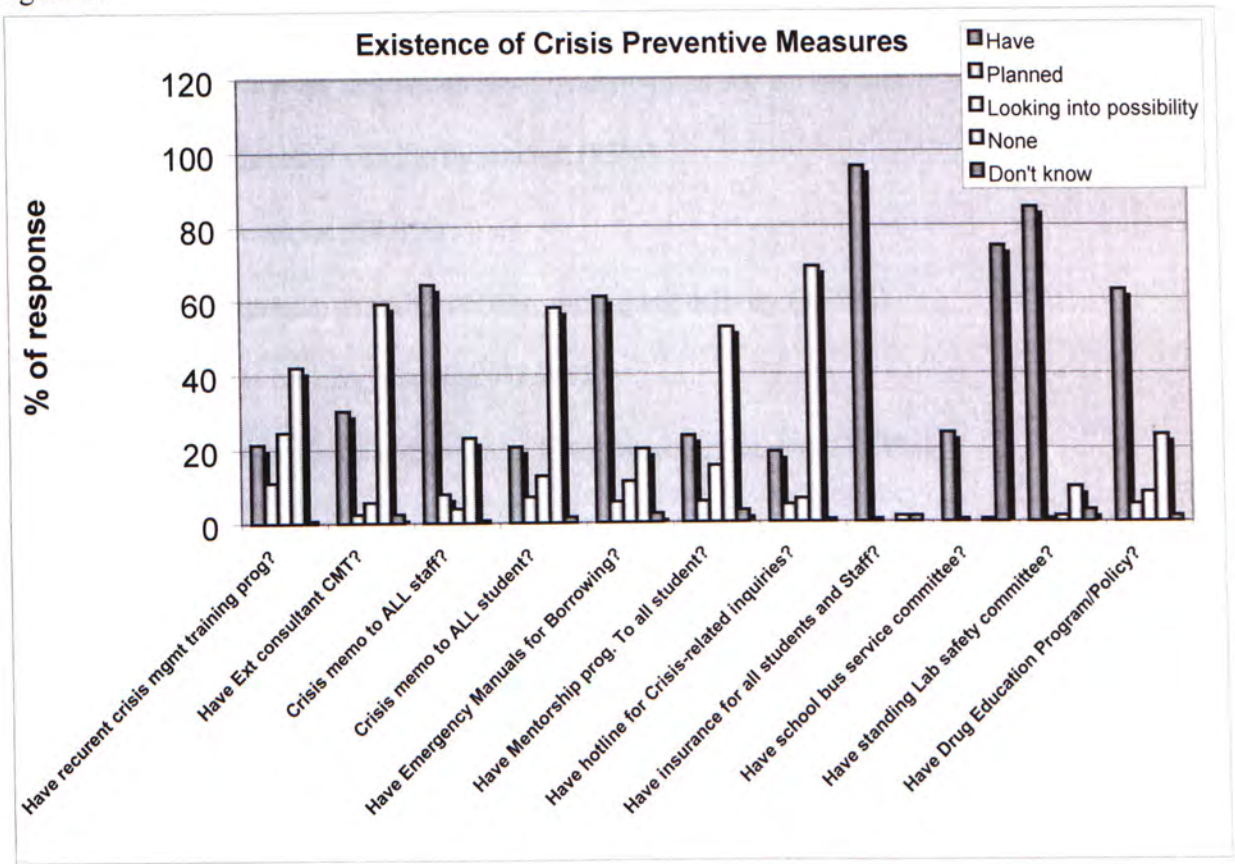


Existence of Crisis Preventive Measures

As shown in bar chart below (Figure 5), over 60% of schools have crisis memo to all staff, emergency manuals for borrowing, insurance for all students, lab safety committee, and drug education program.

But over 40% schools do not have recurrent crisis management training program, external consultant for CMT, crisis memo to all students, mentorship program to all student, nor hotline for crisis-related inquiries.

Figure 5:



For guidance teacher, 97.6% of schools in our survey have assigned this position. In general, there are 7 to 8 assigned guidance teacher (mean=7.3) per school.

Besides, 96.8% of schools have social workers, and the number of social worker per school is around 1 to 2 persons (mean=1.15).

### Top 5 Crises

Among the 21 crisis situations listed in Section B of the questionnaire (refer to Table 1):

The top five crises that are concerned most by schools in our survey are:

- (a) Suicide or threat of suicide by student (85%)
- (b) Injuries on campus (58.9%)
- (c) Crime on campus: assault, robbery, rape, gang activity (54.9%)
- (d) Campus fire/ building damage (45.9%)
- (e) Violence on or near campus: gang fight, beating, riot, etc. (38.1%)

The top five crises that are experienced the most by schools in our survey are:

- (a) Injuries on campus (91.2%)
- (b) Natural disasters like severe thunderstorm, flood and typhoon (56%)
- (c) Suicide or threat of suicide by student (54.5%)
- (d) Crime on campus (56%)

- (e) Government related change: Chinese as medium of instruction, IT education...etc  
(68.5%)

### Existence of Written Responding Plan

Furthermore, there are several crises that the schools have written responding plan. The action from the school is quite positive regarding written responding plan. 40% of schools in our survey have a written plan for 9 out of the 21 crisis situations listed. This implies that even if the schools have not experienced the crisis situation or perceived it as not likely to occur, they still have a formal plan for it. (refer to Table 1)

### Perceived Likelihood for Crisis Occurrence & Perceived Degree of Impact

In general, schools in our survey have perceived most crises situations as not very likely to occur. The average perceived likelihood for crisis occurrence ranges from 1.43 to 4.84. Besides, schools in our survey have also perceived a high degree of impact from most crisis situations even if the likelihood for occurrence is perceived to be low. The average degree of impact on school from different crises ranges from 4.41 to 7.76. (refer to Table1)



The following table summarizes some of the findings mentioned above:

Table 1:

Table 1:

	Experienced before?	Any written responding plan that addresses this situation?	Perceived likelihood to occur	Perceived degree of impact on school	Most concern crises
	% to say Yes		Mean value of findings (1=Very Low; 10=Very High)		
<b>Crisis situations:</b>					
a. Campus fire/ building damage	17.7%	60.9%	2.05	6.44	45.5%
b. Toxic chemical spill	16.8%	56.4%	2.57	5.44	26.8%
c. School evacuation/relocation of students	25.4%	54.8%	2.2	4.94	17.9%
d. Suicide or threat of suicide by teacher	8.1%	16.4%	1.61	7.76	38.1%
e. Suicide or threat of suicide by student	54.5%	55.1%	3.06	7.65	85%
f. Teacher death (except suicide)	22.6%	7%	2.04	5.78	15.2%
g. Student death (except suicide)	48.8%	16.4%	2.36	5.54	35.7%
h. School bus accident	4.0%	7%	2.3	4.44	10.7%
i. Injuries on campus	91.2%	62.6%	4.84	4.41	58.9%
j. Crime on campus: assault, robbery, rape, gang activity	50.4%	40.5%	3.03	6.06	54.9%
k. Violence on or near campus: gang fight, beating, riot, stabbing/cutting, shooting, homicide	38.7%	31.3%	2.88	5.89	38.1%
l. Terrorist activity: bomb threat, hostage situation	4%	11.2%	1.39	7.52	13.5%
m. Explosion: boiler room, science lab	4%	44.3%	1.83	6.64	30.6%
n. Natural disasters: severe thunderstorm, flood, typhoon	56%	65%	4.17	5.02	27.9%
o. Multiple injury violence	0.8%	15%	1.71	6.47	21.6%
p. Campus intruder: trespasser, deranged person, armed person	26.4%	20.7%	2.14	6.19	29.7%
q. Campus unrest: Student/teacher/parent protest or walkout	6.4%	6.9%	1.57	6.17	17.9%
r. Racial tension (e.g. between Mainland students and Hong Kong students)	5.6%	6.1%	1.43	4.68	6.3%
s. Teacher/employee arrested for drugs, sex offense, robbery, violence, and so on	3.2%	4.3%	1.26	6.33	15.3%
t. Government related change: Chinese as medium of instruction, IT education, and so on	68.5%	49.2%	5.0	5.78	30.6%
Others:	54.5%	30%	2.0	3.17	2.6%



### Overall Perception on School Crises

In section C of the questionnaire, responses given by schools to questions about the likelihood, awareness and readiness of crisis occurrence are close to neutral (Table2). Mean value ranges from 4.29 to 6.0.

Table 2: Mean values related to overall perceptions on school crises

	Mean value
1. Overall speaking, our school is <u>very likely</u> to encounter crisis situation in the near future	6.0
2. Overall speaking, the crisis to be encountered will have <u>very high impact</u> on our school.	5.48
3. Overall speaking, we are <u>very aware</u> of ALL POTENTIAL CRISES in our school	4.43
4. Overall speaking, we are <u>very ready</u> to deal with ALL POTENTIAL CRISIS situations.	4.68
5. Overall speaking, we have <u>very good</u> SUPPORT & BACKUP to deal with school crisis.	4.64
6. Overall speaking, secondary schools in Hong Kong will face more crises than ever.	4.29

### Post-Crisis Actions in the Past 3 years

60% of schools responded in our survey have experienced crises in the past 3 years. On questions about post-crisis actions, the mean value ranges from 3.31 to 5.31 (Table3). The result indicates that most schools agree that they have taken proper actions after each crisis in the past 3 years.

Table 3: Mean values related to post-crisis actions

<u>In the past 3 years.....</u>	Mean value
1. Our school had continued to monitor and to deal with problems specifically related to the crises encountered.	3.79
2. There were debriefing meetings after <u>each</u> incident of crises encountered.	3.31
3. The existing crisis management plan (CMP) was reviewed <u>every time</u> after a crisis had occurred.	5.22
4. The existing crisis management plan (CMP) was modified <u>every time</u> after a crisis had occurred.	4.47
5. Additional crisis-related training was implemented <u>every time</u> after a crisis had occurred.	5.31

Demographics of Respondents

Demographics of the 128 respondents in our survey are shown in Figure 6 – 12:

Figure 6:

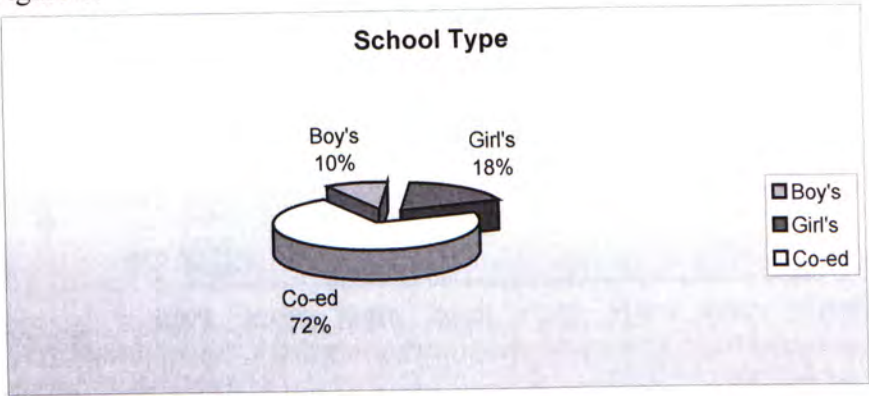


Figure 7:

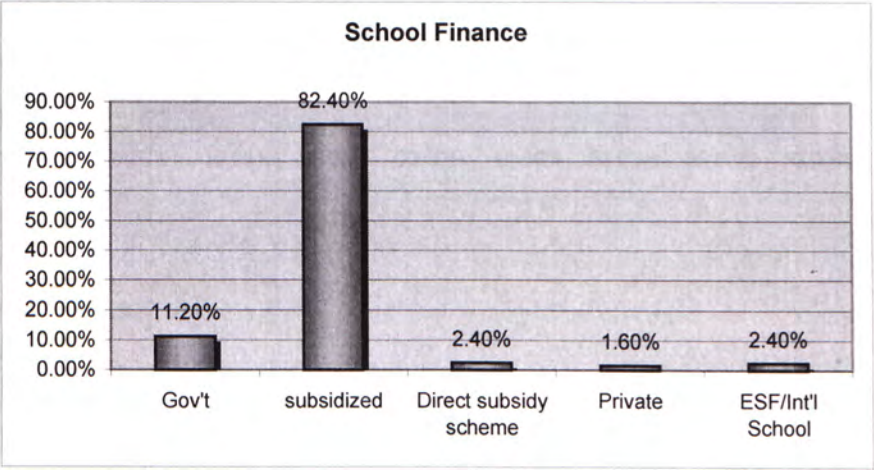


Figure 8:

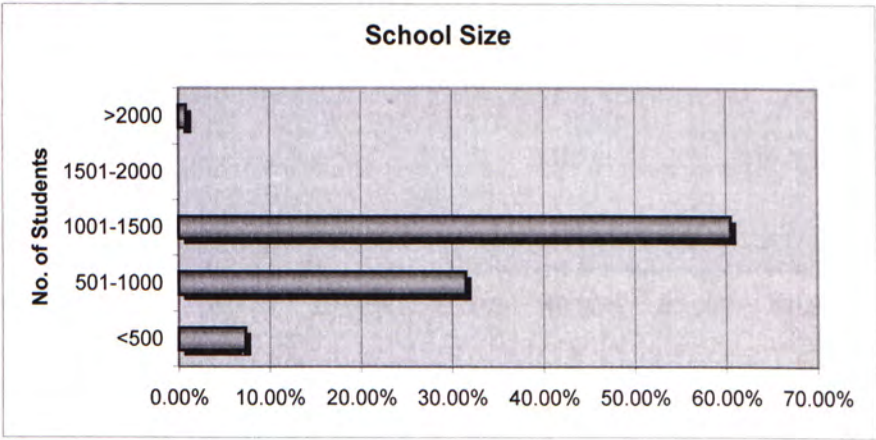


Figure 9:

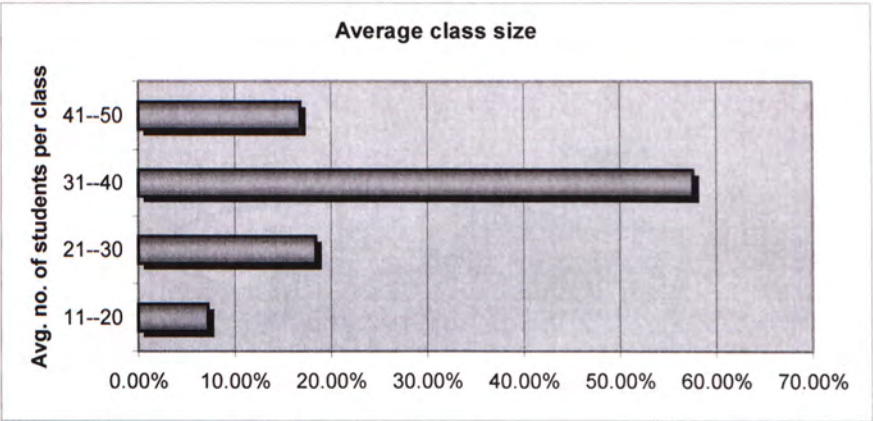


Figure 10:

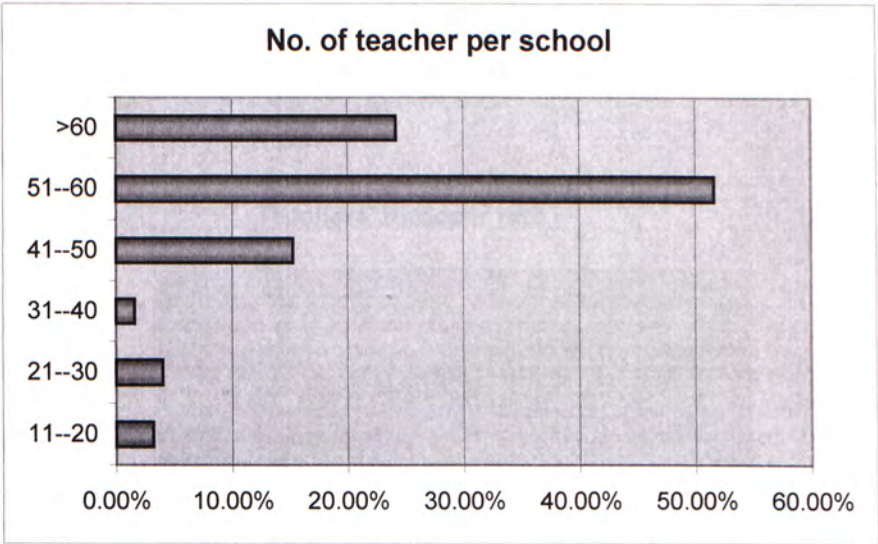




Figure 11:

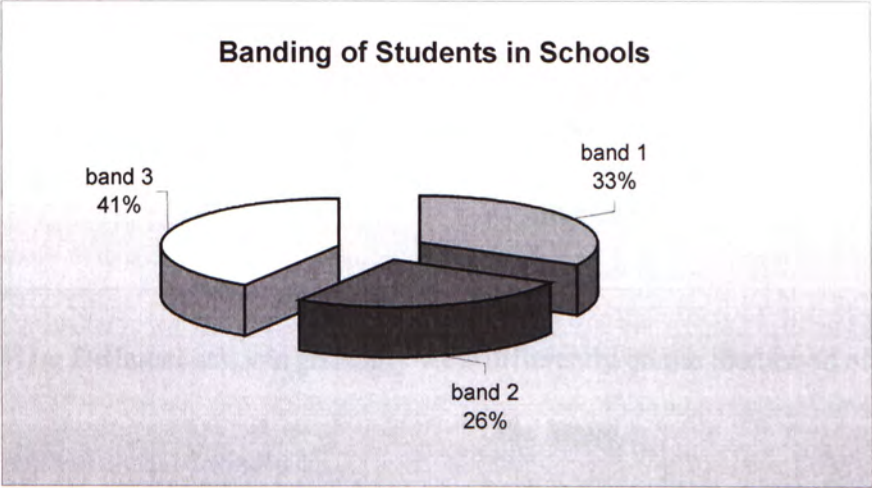
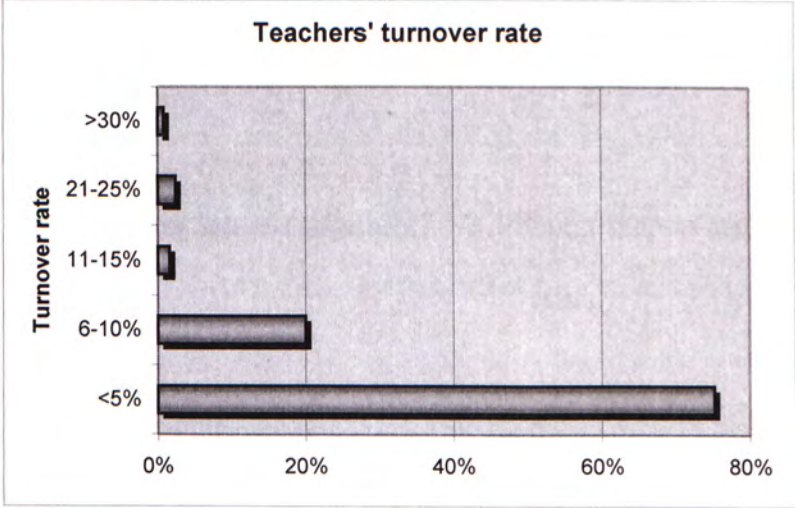


Figure 12:



### Comparative Findings

#### Hypothesis 1

H1a: Different schools generally view differently on the likelihood of crisis occurrence in the future.

H1b: Different schools generally view differently on the impact of crisis in the future.

H1c: Differently schools generally have different crisis awareness level.

H1d: Different schools generally have different crisis readiness level.

H1e: Different schools generally have different support and backup capabilities to deal to crisis.

H1f: Different schools have different view on the overall likelihood of crisis occurrence in Hong Kong secondary schools.

Using One-way ANOVA, the above set of hypotheses is tested; and the results are shown below (Table 4):

Table 4: General Perceptions on Crises

<div>Statements in Section C of questionnaire</div> <div>Grouping variables</div>		"Banding of students"	"School history is long or not"	"School size is large or not"	"Co-ed or non co-ed"	"Medium of instruction"
7.	Overall speaking, our school is <u>very likely</u> t encounter crisis situation in the near future	NS	NS	NS	at 5% level (p=0.050)	at 5% level (p=0.021)
8.	Overall speaking, the crisis to be encountered will have <u>very high impact</u> on our school.	NS	NS	NS	NS	NS
9.	Overall speaking, we are <u>very aware</u> of ALL POTENTIAL CRISES in our school	NS	NS	NS	NS	NS
10.	Overall speaking, we are <u>very ready</u> to deal with ALL POTENTIAL CRISIS situations.	NS	NS	NS	NS	NS
11.	Overall speaking, we have <u>very good</u> SUPPORT & BACKUP to deal with school crisis.	NS	NS	NS	NS	NS
12.	Overall speaking, secondary schools in Hong Kong will face more crises than ever.	NS	NS	NS	NS	NS

NS = non-significant

From the above table, one can see that different schools do generally view the likelihood of crisis occurrence in their schools differently; specifically:

- Co-ed schools (mean = 5.7000) agree stronger than non co-ed schools (mean = 6.8000) that their schools are likely to encounter crisis situation in the near future at a 95% confidence interval (p=0.050). (1=strongly agree; 10=strongly disagree)
- Schools using Chinese as the medium of instruction (mean = 5.8961) also agree stronger than schools using English as the medium of instruction (mean = 6.4889) that they are likely to encounter crisis situation in the near future within a 95% confidence interval (p=0.021). (1=strongly agree; 10=strongly disagree)

Thus, H1a is accepted. It is worthwhile to mention that despite the differences observed, the overall likelihood of future crisis occurrence perceived by co-ed/ non co-ed schools and Chinese / English schools are close to neutral.

Moreover, ANOVA reveals no significant differences on the view of the impact of future crisis, the level of crisis awareness, the level of crisis readiness, the backup & support capabilities, or the view of overall likelihood of crisis occurrence in Hong Kong secondary schools among different schools.



Hypothesis 2

H2: Different schools take different actions after a crisis had occurred.

The above hypothesis is tested using one-way ANOVA, and the results are shown below (Table5):

Table 5: Post-crisis actions taken in the past 3 years

<i>Statements in Section D</i>	<i>Grouping variables</i>	"Banding of students"	"School history is long or not"	"School size is large or not"	"Co-ed or non co-ed"	"Medium of instruction"
1. Our school had continued to monitor and to deal with problems specifically related to the crises encountered.		NS	NS	NS	NS	NS
2. There were debriefing meetings after <u>each</u> incident of crises encountered.		NS	NS	NS	NS	NS
3. The existing crisis management plan (CMP) was reviewed <u>every time</u> after a crisis had occurred.		NS	NS	NS	at a 5% level (p=0.042)	NS
4. The existing crisis management plan (CMP) was modified <u>every time</u> after a crisis had occurred.		NS	at a 5% level (p=0.048)	NS	NS	NS
5. Additional crisis-related training was implemented <u>every time</u> after a crisis had occurred.		NS	NS	NS	NS	NS

NS = non-significant

For the post-crisis actions such as the continuation to monitor and deal with problems, conduction of debriefing meetings, and implementation of crisis-related training, there is no significant difference among different schools.

However, differences are found regarding the following two post-crisis actions:

- Within a 95% confidence interval ( $p=0.042$ ), co-ed schools (mean = 3.7636) agree stronger than non co-ed schools (mean = 8.8636) that their existing crisis management plan (CMP) was reviewed every time in the past 3 years after a crisis had occurred. (*1=strongly agree; 10=strongly disagree*)
- Within a 95% confidence interval ( $p=0.048$ ), newer schools (mean = 3.6774) agree stronger than older schools (mean = 5.0222) that their existing crisis management plan (CMP) was modified every time in the past 3 years after a crisis had occurred. (*1=strongly agree; 10=strongly disagree*)

### Hypothesis 3

H3a: Different schools perceive differently on the likelihood for the 21 school crisis situations to occur.

Using Oneway ANOVA, the hypothesis stated above are tested; and the results are summarized in Table 6 below:

Table 6: Perceived likelihood for the 21 school crisis situations to occur

<i>Grouping variables</i> <i>School crisis situations</i>	"Banding of students"	"School history is long or not"	"School size is large or not"	"Co-ed or non co-ed"	"Medium of instruction"
a. Campus fire/ building damage	NS	NS	NS	NS	NS
b. Toxic chemical spill	NS	NS	NS	NS	NS
c. School evacuation/relocation of students	NS	NS	NS	NS	NS
d. Suicide or threat of suicide by teacher	NS	NS	NS	NS	NS
e. Suicide or threat of suicide by student	NS	NS	NS	NS	NS
f. Teacher death (except suicide)	NS	NS	NS	NS	NS
g. Student death (except suicide)	NS	NS	NS	NS	NS
h. School bus accident	at a 5% level (p=0.026)	NS	NS	NS	NS
i. Injuries on campus	NS	NS	NS	NS	NS
j. Crime on campus: assault, robbery, rape, gang activity	NS	at a 5% level (p=0.023)	NS	NS	NS
k. Violence on or near campus: gang fight, beating, riot, stabbing/cutting, shooting, homicide	NS	NS	NS	NS	NS
l. Terrorist activity: bomb threat, hostage situation	NS	NS	NS	NS	NS
m. Explosion: boiler room, science lab	NS	NS	NS	NS	NS
n. Natural disasters: severe thunderstorm, flood, typhoon	at a 5% level (p=0.036)	NS	NS	NS	at a 5% level (p=0.003)
o. Multiple injury violence	NS	NS	NS	NS	NS
p. Campus intruder: trespasser, deranged person, armed person	NS	NS	NS	NS	NS
q. Campus unrest: Student/teacher/parent protest or walkout	NS	NS	NS	NS	NS
r. Racial tension (e.g. between Mainland students and Hong Kong students)	NS	NS	NS	NS	at a 5% level (p=0.025)
s. Teacher/employee arrested for drugs, sex offense, robbery, violence, and so on	NS	NS	NS	NS	at a 5% level (p=0.002)
t. Government related change: Chinese as medium of instruction, IT education, and so on	NS	NS	NS	NS	at a 5% level (p=0.048)
Others	NS	NS	NS	NS	NS

NS=non-significant

The following statistically significant findings are observed:

- Comparing to schools with lower band students, schools with higher band students perceive that school bus accidents (mean=2.56 vs.1.70; p=0.026) and natural disasters (mean=4.55 vs.3.48; p=0.036) have a higher likelihood to occur (*1=very low; 10=very high*).



- Comparing to older schools, newer schools perceive that crime on campus (mean=3.58 vs.2.59;  $p=0.023$ ) is more likely to occur ( $1=very\ low$ ;  $10=very\ high$ ).
- Comparing to schools using English as the medium of instruction, schools using Chinese as the medium of instruction perceive a higher likelihood for natural disasters (mean=3.70 vs.1.14;  $p=0.003$ ), racial tension (mean=1.59 vs.1.14;  $p=0.025$ ), teacher/employee arrest (mean=1.32 vs.1.09;  $p=0.002$ ), and government related changes (mean=5.69 vs.3.94;  $p=0.048$ ) to occur ( $1=very\ low$ ;  $10=very\ high$ ).

On the other hand, differences in 'school size is large or not' or 'co-ed or non co-ed' do not significantly differ the respondents' perceived likelihood for the 21 school crisis situations to occur.

H3b: Different schools perceive differently on the impact of the 21 school crisis situations.

Again, by Oneway ANOVA, the above hypothesis is tested; and the results are shown below (Table 7):



Table 7: Perceived impact of the 21 school crisis situations on schools

<i>Grouping variables</i> <i>School crisis situations</i>	"Banding of students"	"School history is long or not"	"School size is large or not"	"Co-ed or non co-ed"	"Medium of instruction"
a. Campus fire/ building damage	NS	NS	NS	NS	at a 5% level (p=0.031)
b. Toxic chemical spill	NS	NS	NS	NS	
c. School evacuation/relocation of students	NS	NS	NS	NS	at a 5% level (p=0.032)
d. Suicide or threat of suicide by teacher	NS	NS	NS	at a 5% level (p=0.034)	at a 5% level (p=0.004)
e. Suicide or threat of suicide by student	NS	NS	NS	NS	at a 5% level (p=0.006)
f. Teacher death (except suicide)	NS	NS	NS	NS	at a 5% level (p=0.025)
g. Student death (except suicide)	NS	NS	NS	at a 5% level (p=0.039)	NS
h. School bus accident	NS	NS	NS	at a 5% level (p=0.006)	NS
i. Injuries on campus	NS	NS	NS	NS	NS
j. Crime on campus: assault, robbery, rape, gang activity	NS	NS	NS	NS	NS
k. Violence on or near campus: gang fight, beating, riot, stabbing/cutting, shooting, homicide	NS	NS	NS	NS	NS
l. Terrorist activity: bomb threat, hostage situation	NS	NS	NS	NS	NS
m. Explosion: boiler room, science lab	NS	NS	NS	NS	NS
n. Natural disasters: severe thunderstorm, flood, typhoon	NS	NS	NS	NS	NS
o. Multiple injury violence	NS	NS	NS	NS	at a 5% level (p=0.043)
p. Campus intruder: trespasser, deranged person, armed person	NS	NS	NS	NS	NS
q. Campus unrest: Student/teacher/parent protest or walkout	NS	NS	NS	NS	NS
r. Racial tension (e.g. between Mainland students and Hong Kong students)	NS	NS	NS	NS	NS
s. Teacher/employee arrested for drugs, sex, offense, robbery, violence, and so on	NS	NS	NS	NS	NS
t. Government related change: Chinese as medium of instruction, IT education, and so on	NS	NS	NS	NS	NS
Others	NS	NS	NS	NS	NS

NS=non-significant

The following statistically significant findings are observed:

- Comparing to co-ed schools, non co-ed schools perceive a higher impact from suicide or threat of suicide by teacher (mean=8.57 vs.7.40;  $p=0.034$ ), student death (mean=6.34 vs.5.17;  $p=0.039$ ), and school bus accidents (mean=5.55 vs.3.39;  $p=0.006$ ). (*1=very low; 10=very high*).
- Comparing to schools using Chinese as the medium of instruction, schools using English as the medium of instruction perceive a higher degree of impact from campus fire/building damage (mean=7.17 vs.6.06;  $p=0.031$ ), school evacuation/relocation of students (mean=5.66 vs.4.56;  $p=0.032$ ), suicide or threat of suicide by teacher (mean=8.44 vs.7.46;  $p=0.004$ ), suicide or threat of suicide by student (mean=8.17 vs.7.46;  $p=0.006$ ), and teacher's death (mean=6.49 vs.5.43;  $p=0.025$ ). On the other hand, English schools perceive a lower degree of impact from multiple injury violence than Chinese schools (mean=5.94 vs.6.81;  $p=0.043$ ) (*1=very low; 10=very high*).

On the other hand, differences in 'school size is large or not', 'banding of students', or 'school history is long or not' do not significantly differ the respondents' perceived degree of impact from the 21 school crisis situations to occur.



## Hypothesis 4

H4: Different schools have different concerns over crisis situations.

Using Cross-tabulation, the above hypothesis is tested for all 21 school crisis situations stated in Section B of the questionnaire (refer to Appendix X); the results are summarized in Table 8 below:

Table 8: Concerns for 21 school crisis situations

Grouping variables School crisis situations	"Banding of students"	"School history is long or not"	"School size is large or not"	"Co-ed or non co-ed"	"Medium of instruction"
a. Campus fire/ building damage	NS	NS	NS	$\chi^2=7.693^*$	NS
b. Toxic chemical spill	NS	NS	NS	$\chi^2=4.215^*$	NS
c. School evacuation/relocation of students	$\chi^2=4.749^*$	NS	NS	NS	NS
d. Suicide or threat of suicide by teacher	NS	NS	NS	$\chi^2=5.168^*$	NS
e. Suicide or threat of suicide by student	NS	NS	NS	NS	NS
f. Teacher death (except suicide)	NS	$\chi^2=4.112^*$	NS	NS	NS
g. Student death (except suicide)	NS	NS	NS	NS	NS
h. School bus accident	NS	NS	NS	NS	NS
i. Injuries on campus	NS	NS	NS	NS	NS
j. Crime on campus: assault, robbery, rape, gang activity	NS	NS	NS	NS	NS
k. Violence on or near campus: gang fight, beating, riot, stabbing/cutting, shooting, homicide	$\chi^2=4.315^*$	NS	NS	NS	NS
l. Terrorist activity: bomb threat, hostage situation	NS	NS	NS	NS	NS
m. Explosion: boiler room, science lab	NS	NS	NS	NS	NS
n. Natural disasters: severe thunderstorm, flood, typhoon	NS	NS	NS	NS	NS
o. Multiple injury violence	NS	NS	NS	NS	NS
p. Campus intruder: trespasser, deranged person, armed person	NS	NS	NS	NS	NS
q. Campus unrest: Student/teacher/parent protest or walkout	NS	NS	NS	NS	NS
r. Racial tension (e.g. between Mainland students and Hong Kong students)	NS	NS	NS	NS	NS
s. Teacher/employee arrested for drugs, sex offense, robbery, violence, and so on	NS	NS	NS	NS	NS
t. Government related change: Chinese as medium of instruction, IT education, and so on	NS	NS	NS	NS	NS
Others	NS	NS	NS	NS	NS

\* $p < 0.05$ ; NS=non-significant

The major statistically significant differences on concerns for crisis situations include:

- Regarding campus fire or building damage, non co-ed schools are more concern than co-ed schools ( $p=0.006$ ). Specifically, 65.6% of all non co-ed school respondents select campus fire or building damage as one of the crises that they concern most. Whereas, only 36.7% of all non co-ed school respondents select it as one of the crises that they concern most.
- Non co-ed schools are also more concern than co-ed schools on toxic chemical spill ( $p=0.040$ ). Specifically, 40.6% of all non co-ed school respondents and 21.5% of all co-ed respondents select toxic chemical spill as one of their most concern crises.
- Conversely, suicide or threat of suicide by teacher is concerned more by co-ed schools than by non co-ed schools ( $p=0.023$ ). The proportion of all co-ed school respondents and all non co-ed school respondents that select suicide or threat of suicide by teacher as one of their most concern crises is 45.0% and 21.9% respectively.
- On school evacuation / relocation of students, schools with higher band students are more concern than lower band students ( $p=0.029$ ). Out of all respondents with higher band students, 22.6% select school evacuation / relocation of students as one of their most concern crises. Whereas, only 6.6% of all respondents with lower band students make the same selection. As one can observe, only small proportion of each group is very concern over this crisis situation.



- However, violence on or near campus is more concerned by schools with lower band students than those with higher band students ( $p=0.038$ ). Out of all respondents with lower band students, 50.0% selects violence on or near campus as one of the crises that they concern most. Comparatively, only 30.2% of all respondents with higher band students make the same selection.
- Newer schools are more concern than older schools on teacher's death ( $p=0.043$ ). Particularly, 23.4% of all newer school respondents select teacher's death as one of their most concern crises; and 9.4% of all older school respondents are concern about teacher's death.

No statistically significant differences over the concern for the 21 crisis situations listed can be found between smaller and larger schools, nor between schools with different language medium of instruction.

## Hypothesis 5

### H5: Different Schools Would Perceive Differently in the Likelihood of Crisis Occurrence

After checking if different schools would perceive differently in the likelihood of each 21 crisis occurrence, we did the same test using ANOVA but replace the 21 testing variables by a single construct “perceived crisis likelihood to occur”.

Comparison between schools under different grouping scheme was performed. The grouping variables we used and the findings are summarized as follows.

<u>Original grouping items</u>	<u>Significance</u>
• “School type”	NS
• “School finance”	NS
• “Number of students”:	NS
• “Average class size”:	NS
• “Number of teachers”:	NS
• “Medium of instruction”:	NS
• “Years of history”:	NS

New (deduced) grouping items

- “School size is large or not”: NS
- “School history is long or not”: NS
- “Banding of students”: NS
- “Co-ed or non co-ed”: NS

*NS=non-significant*

No differences across different school profile even at 10% level. It was found that no matter how schools differ, school managements’ perceived crisis occurrence likelihood is virtually the same.

The results somehow challenge our intuition that lower banding schools will perceived that they are more likely to encounter crisis or they are more “risk prone than other schools”

Is this an underestimation of likelihood of crisis occurrence? If so, does this underestimation make some schools to be less effective in managing crisis? Are there any problems in Hong Kong schools’ crisis awareness? We think these questions would be good topics for future research.

Hypothesis 6

H6: Different School Would Perceive Differently  
in the Impact of Crisis

Same as above, the same test using ANOVA but replace the 21 testing variables by a single construct “perceived crisis impact on school”.

The grouping variables we used and the findings are summarized as follows.

<u>Original grouping items</u>	<u>Significance</u>
• “School type”	at 10% level (p=0.075)
• “School finance”	NS
• “Number of students”:	NS
• “Average class size”:	NS
• “Number of teachers”:	NS
• “Medium of instruction”:	NS
• “Years of history”:	NS



New (deduced) grouping items

- “School size is large or not”: NS
- “School history is long or not”: NS
- “Banding of students”: NS
- “Co-ed or non co-ed”: NS

*NS=non-significant*

The ANOVA test only reveals that girl’s schools perceived crisis have higher impact than do boy’s schools with mean difference equals 26.525 (Post Hoc  $p=0.074$ ).

Except “school type”, no differences across different school profile were spotted even at 10% confidence interval. The findings were expected because it is generally believed that the perceived impact of crisis is quite “absolute” in the eyes of people.

### Additional Statistical Findings

From management's perspective, whether one is ready to deal with crisis situation depends on factors such as individual abilities, perceived crisis impact, and perceived supports and so on. As readiness will, to a certain extent, affect effectiveness in crisis management, we therefore want to see 1) what determine school's readiness to crisis situation, and 2) what factor will affect the readiness more than the others.

Table 9 below shows the statements from "Section C: overall speaking" and "Section D: past experience" of our questionnaire with relevant statistics being presented. The variables used in the regression function are:

- Dependent variable: statement 4
- Independent variable: statement 1;2;3;5;6 and 7.  
(Statement 7 is a dummy variable with 1=yes; 0=no)

Table 9:

	Mean 10=Very Disagree	Standard error	Standardized Coefficient $\beta$	p-value
1. Overall speaking, our school is <u>very likely</u> to encounter crisis situation in the near future	6	0.055	0.149	0.023
2. Overall speaking, the crisis to be encountered will have <u>very high impact</u> on our school.	5.48	0.063	-0.084	0.199
3. Overall speaking, we are <u>very aware</u> of ALL POTENTIAL CRISES in our school	4.43	0.063	0.449	0.000
4. Overall speaking, we are <u>very ready</u> to deal with ALL POTENTIAL CRISIS situations.	4.68	NA	NA	NA
5. Overall speaking, we have <u>very good</u> SUPPORT & BACKUP to deal with school crisis.	4.64	0.227	-0.051	0.000
6. Overall speaking, secondary schools in Hong Kong will face more crises than ever.	4.29	0.065	0.460	0.275
7. Did your school experience ANY crisis situations in the past 3 years? (Yes/No)	NA	0.227	-0.051	0.317

(Overall statistics: adjusted  $R^2=0.676$ ; standard error=1.3343;  $p=0.000$ )

The result suggests that school's readiness to deal with crisis depends on 1) the perception on the likelihood of crisis occurrence in the near future; 2) crisis awareness; 3) school backup and support. It also suggests that school's awareness to crisis situation and its backup and support systems have great effect on school's readiness to deal with crisis.

School should therefore be more proactive in "improving" awareness level through different means such as using 360 degree feedback system. Moreover, more frequent crisis management meeting is also necessary such that awareness can be improved. Sad to say, more than 61% of the school surveyed said that the crisis management team will only meet "when it is necessary". It is often too late to address a crisis when the school crisis management team only assembles when a crisis happens.



## CHAPTER V

### RECOMMENDATIONS & IMPLICATIONS

Based on our survey findings and secondary research on school crisis management, the following recommendations are suggested in the hope to improve the crisis response and management capabilities of Hong Kong secondary schools in the future.

- Currently, the Education Department suggests certain guidelines related to crisis management under the School Administration Guide (SAG). However, as discussed earlier, crisis management is covered only in one of the many sub-topics in the guide. Moreover, recommended practices have to be referred back to other previously issued circulars or other parts of the SAG. Therefore, we suggest the government to publish a guidebook specifically on Crisis Management so that school administrators can have a reliable reference on how to handle crisis situations before, when, and after they happen. Moreover, the crisis management guidelines recommended should emphasize on the importance of pre-crisis situation audit and possible preventive measures that can be taken. This is because, from the survey, we have found that schools are not very well prepared for each of the possible crisis situations that can happen in the school environment. For instance, written plans are not existed for all possible crisis situations. Additionally, the government should provide crisis management seminars or workshops for school administrators regularly in order to increase the crisis management and response capabilities in schools.



- As indicated from our findings, in general, there are 7 to 8 guidance teachers per school. We suggest that those guidance teachers should also be included in the Crisis Management Team. They should be trained in children's reaction to crisis, emotional stages of grief, and group dynamics. (Robert D,1997)
- It will be valuable to invite external consultants like psychologists to be non-core member of the CMT. Their advice will be highly necessary because emotion is the most difficult to handle during crisis either from students or staff. It is difficult to hold back emotions during crisis and even tears when situations develop and they experience a tightening of the throat or a feeling of anxiety. Students can accept a human emotion from another individual, and it may be the catalyst for them to release the built-up emotions that have been causing them stress or frustration. (Robert D, 1997)
- Media report may sometimes make it even more difficult to handle a crisis. It is highly recommended that CMT should include a media liaison and to meet with media in a designated area. The media coordinator should be trained to deal with the media. Besides, there are several highlights about dealing with the media (UCLA,2000):
  - Prepare and write down what you want to communicate.
  - State appropriate concern for victims and their families
  - Provide factual information but safeguard privacy and confidentiality and details that police should handle related to criminal acts and suicide.

It is useful to have prepared and kept on file the outline of a formal news release.

Moreover, the coordinator should give straightforward information. No matter what is being told, assume that everything said will be quoted (or perhaps misquoted). If the answer to some enquiries is unknown, simply record the contact number of the media and get back to them as soon as possible.

- \* We found out that most surveyed secondary schools will revise their CMP, and have CMT meeting only “when it is necessary”. These show that current schools’ monitoring schemes are passive and not systematic enough in response to the fast changing environment with great complexities. The major theme of active crisis management is not only about crisis recovery, but most importantly, crisis prevention. But very often, it is already too late to address a problem after it has emerged. To make it more worst, the occurred crisis may trigger a chain of reaction of other events and problems that pertain schools to operate in a normal manner. It is suggested that the content of crisis management plan be updated periodically and systematically by the crisis management team and those who are in good position to contribute to the plan’s development such as social workers, student representatives, police representatives and so on. To achieve this goal, it implies that active situation audit and crisis monitoring mechanisms to be carried out by the crisis management team is very necessary. The meeting should be arrange at least 3 weeks a time and whenever possible, the team should solicit ideas and information from the “stakeholders” of the school.



- The section in Part IV concerning “additional statistical findings” has confirmed that school’s readiness for handling crisis situations depends on 1) its crisis awareness level and 2) the backups and supports it has. However, as shown in table 9, schools in Hong Kong did not seem to be very aware of all potential crisis situations nor they have very good (or sufficient) support and backup systems to deal with school crisis. It is therefore suggested that future research should attempt to investigate factors that block school’s crisis awareness level and to suggest ways to remove the obstacles. Future research should also investigate schools’ existing support and backup systems to see if they are enough for effective crisis management especially for the “top five most concerned” and “top five most experienced” crisis by schools (see Table 1).
- This research has thrown up the need for follow up development project aimed at school improvement. Although the questionnaire was designed for research purposes, it could be adapted and redesigned as a diagnostic tool to assist schools to engage in self-review and improvement. This diagnostic tool would focus on, and seek to improve, management processes and structures with the ultimate aim of improving the school’s overall effectiveness on handling crisis situations. In order to produce a reliable and effective diagnostic tool, it would probably be necessary to mount a short development project to re-design the existing instruments and trial them with a group of secondary schools. The outcome would be a diagnostic tool, together with some suggestions for its use, which could then be made available to schools.

- The research's findings also highlight the need for a follow-up research study on effective management for effective schools. The present project is an exploratory, descriptive one based on school representatives' perceptions and judgments in a sample representing about 30% of the population. It has produced rich and instructive data with considerable practical import. The next step would be to use this experience to inform a second study to try to establish the relationship between management processes and outcomes in different schools. This would involve a design based upon a random sample of schools (i.e., including both perceived well-managed and less well managed ones) and the collection of "hard" outcome data like public examination results (e.g. HKCEE, HKAL) etc. together with data about school management processes collected via a refined version of the instruments used in this study and a school management audit. As part of such a project, the role and impact of crisis management processes in secondary schools, which are increasingly being recognized as important, could also be studied. The outcome would be a vital contribution to our practical knowledge such as the *"10 habits for highly effective schools in crisis management"*.



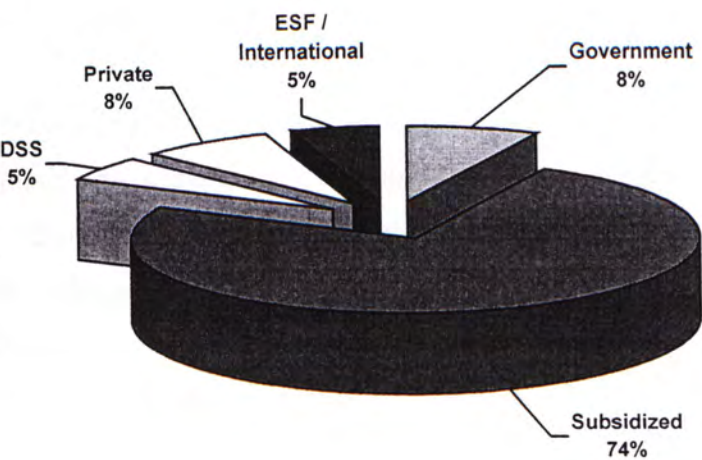
## CHAPTER VI

### CONCLUSION

It is inevitable that there is an increasing need for crisis management in secondary school. Our research shares similar scope and value as a former study concerning effective school management done by Ray Bolam et al in 1993. The following features of the research are worthwhile to note: First of all, the project did not cover all Hong Kong secondary schools in the sampling frame due to reluctance of some subjects to participate in the research and time constraint; 128 schools were surveyed with response rate of 56%. Second, it was primarily a descriptive and exploratory study of school crisis management system and readiness for crisis. Third, it was not a study of effective schools since no independent outcome data were available; indeed the data revealed that the sample included some schools that they seem to have inadequate knowledge on crisis management. Forth, it does provide systematic, research-based knowledge about the perceived characteristics of effective managed schools in crisis situations. Fifth, it is the first Hong Kong study to operationalise perceived likelihood of crisis occurrence and perceived crisis impact using a list of common high school crises developed by Becker (1997). Sixth, it is also the first Hong Kong study to perform comparative analysis in such breadth and depth.

Appendix 1:

Percentage of different types of secondary schools in Hong Kong (2000/2001) –



## Appendix 2:

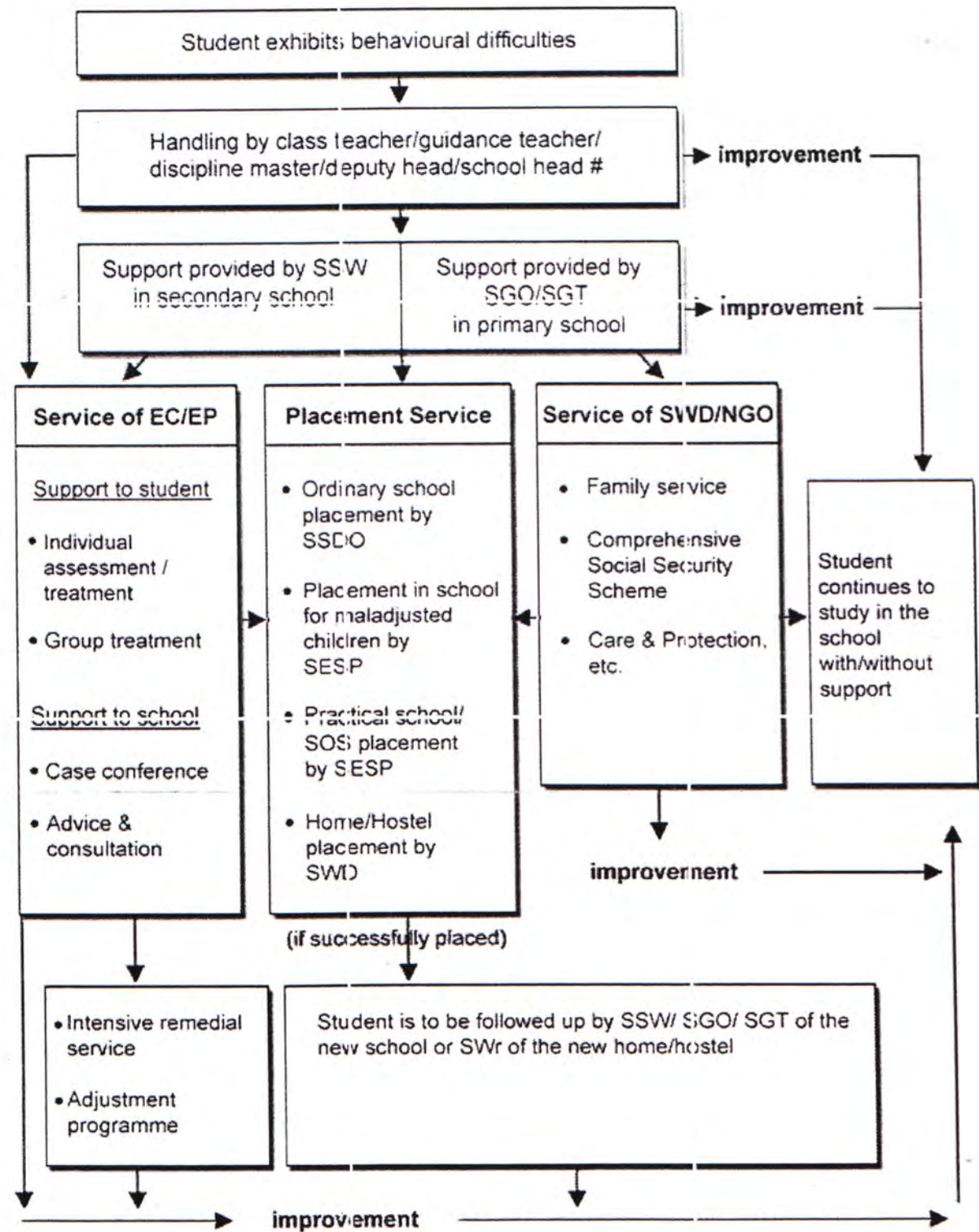
General Principles of Crisis Management stated under Section 8.5.4 of the School Administration Guide (SAG) –

- (a) Schools should set up a crisis management team to oversee the development of comprehensive plans for handling every imaginable crisis. The team may comprise the school head, representatives of teachers, clerical staff, janitor staff, and specialists.
- (b) The team should begin conducting safety audits for the school by thorough assessments of the potentially dangerous situations.
- (c) Plans should be drawn up to tackle the imaginable crisis. The team should ensure that these plans are complete and appropriate. Specific policies and procedures must be developed to address a wide variety of crises.
- (d) Drills should be conducted periodically in order to ensure that all staff and students know exactly what they should do in a specific crisis.
- (e) Staff needs to have training in first aid and the management of students' behavior problems, including identifying behavior that signals potential danger. Clear guidelines on behavior management should be drawn up and all staff should familiarize themselves with them.
- (f) Finally, schools should also plan for "What if" scenarios. For example, the school should have a staff deployment plan to take charge of the crisis even if the school head or an important member of the crisis team is not at the school during an emergency.



Appendix 3:

Flow Chart for Handling Students with Behavioral Difficulties in School





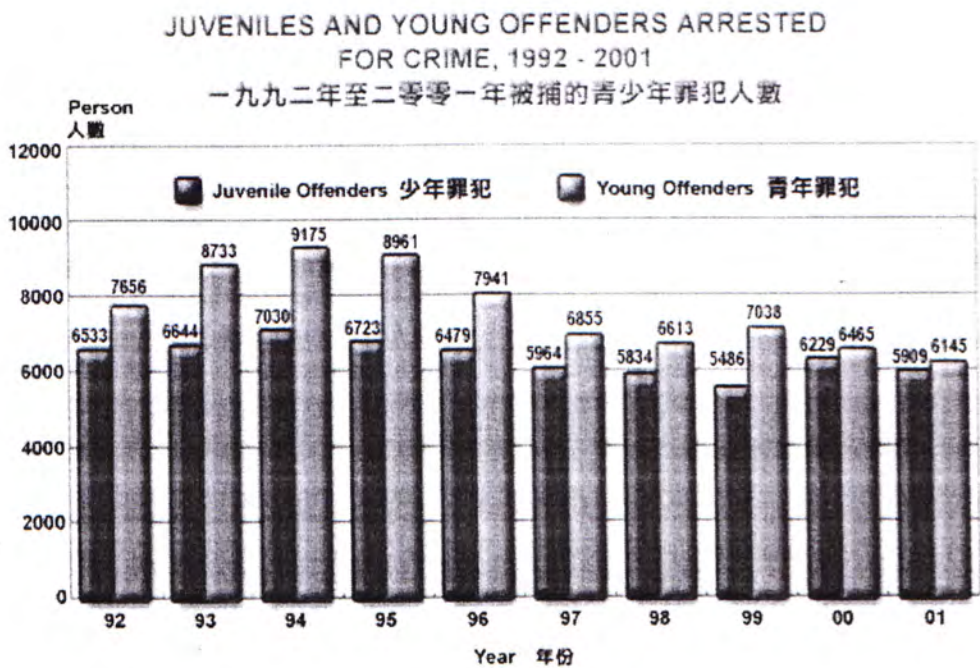
<u>Legend</u>	SSDO	Senior School Development Officer	SGT	Student Guidance Teacher
	EC	Education Counsellor	SESP	Special Education Support and Placement
	EP	Educational Psychologist		
	NGO	Non-governmental Organization	SSW	School Social Worker
	SGO	Student Guidance Officer	SWr	Social Worker

Note : Parental consent/support should be sought throughout the process.

# Consult/Report to the Police as and when necessary.

Appendix 4:

Number of Juveniles (age7-15) and Young Offenders (age16-20) Arrested for Crime from 1992 – 2001 –



Appendix 5:

News clippings of recent school crises in Hong Kong –

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**太陽報**  
THE SUN

2002年04月10日  
壬午年二月二十八日 售5元  
第4年024號 出版625張 星期三

政府指定刊登法律廣告之刊物  
24小時  
2266.6688  
網址: [ONISUN.COM](http://ONISUN.COM)

多雲微雨  
23 C MIN 25 C

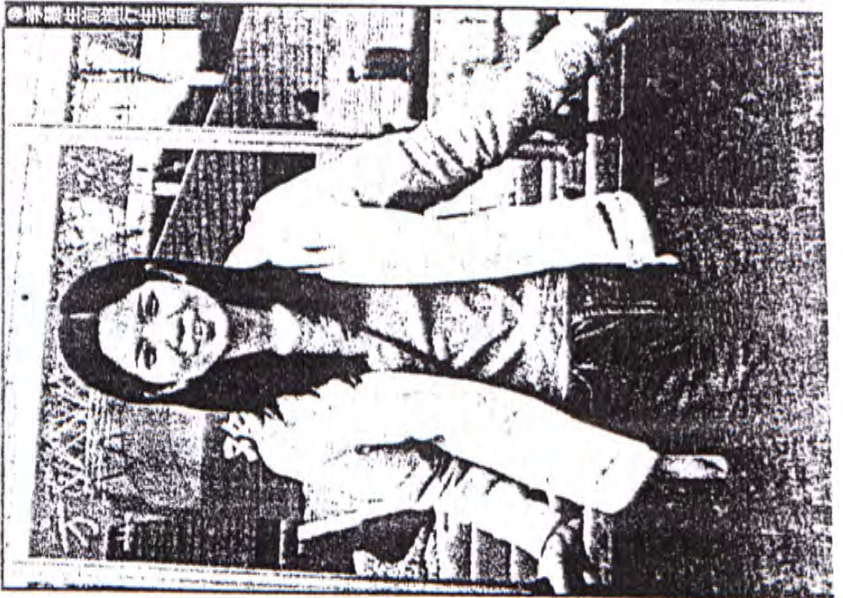
888 第27期六合彩開獎結果  
① 17 18 24 32 38 + 5  
頭獎: 無人中獎  
二獎: 873,225 元(2注) 三獎: 44,040 元(114注)  
多寶獎金: 5,000,000 元



# 「不要問我為甚麼」120萬保金歸母 新入職奇離奇燒炭死 女教師



李慧賢被發現時已全無氣息，後證實死亡。



李慧賢生前與家人合影。

## 難解心結

「不要問我為甚麼這樣做，因我也無從說起。」一名中大數學系畢業、執教逾半年的「新案」女小學教師，一人教授四科，表現備受校方讚賞，曾向兄長及廣同學透露工作有壓力想轉校，日前將一百二十萬元酬金交還父母，昨晨被發現住在所僑居身亡，留下遺產遺孀母親和男友，向學生致歉。其母因心碎入院。

一婦延直勿誤案賞二百萬 貴會認證家大眼





遺書部分內容

媽、阿牛：  
 當你們看到這封信的時候，或者我已不在這個世界了，不要問我為什麼這樣做，因為我已無從說起。  
 媽，你是一位偉大的母親，辛苦地養大我們，而未來能盡孝道時候，卻選擇了離開。  
 我衷心希望你幸福，身體健康。  
 阿牛，這兩年的時間，我一直陪伴你，令我開心，……也非常感謝你的家人對我一直的照顧，當……離開的一刻，真的好捨不得你，好想念你。  
 我是……永遠自己人，只好將對你們的愛深在……永遠……  
 我的決定，……對我身邊的人，甚至我的學校，……都是……  
 永遠……  
 生……

壓力，其近武內容也很含糊，不明其奇巧的原因。昨日，死者男返港到港前無屍，精神萎靡，願支付一半殮葬費，與女及弟，對方也無異議。

中大畢業表現受讚賞

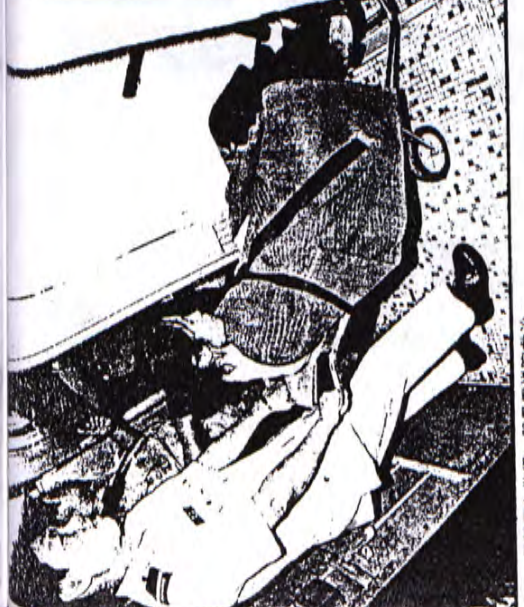
李女二〇〇〇年於中大大學數學系畢業，及後在中大教育學院進修一年，去年九月受僱將軍澳順德聯誼會榮耀華小學，擔任五年級班主任。

據知李生前曾向同鄉轉稱，希望能轉到另一間學校任教，但該校主任職小學的陳俊昌校長稱，李的活動教學方法備受讚賞，與同鄉及學生關係良好，未聽她提過有壓力和想轉校。校方對其死訊大感愕然，有學生則在聞訊後傷心落淚，需老師輔導開解。  
 陳俊昌、李周周負責三十三節課堂，分別教數學、中文、常識及普通話，工作與排課深獲家長稱許。李平日亦表現活潑開朗，經常帶笑，復活節期間的運動會亦見她十分投入。

遺書聲道謝對不起

直至前日，李任教的小學校長致電李母，稱李突然辭職返港上課，恐防她出事，李母隨即致電李母，找着李的男友阿牛，他身在內地結墓，僅將李女住址相告李母。

昨夜晨一時，李母由丈夫陪同前往尋女，發現單位無人應門，報警由消防員破門入屋，赫然發現李昏倒於廁所內，送院後證實不治，李母傷心暈倒送院。  
 警方在屋內檢獲一個盛有痰痰的痰盂，及一封封在學校文件夾內的遺書。李在遺書中，向家人、男友及學生說對不起，希望各人原諒，又向母親及男友道謝。



死者母親憂心欲絕，哭聲震天。

父母含辛養育 兄妹學業有成

【本報訊】自親身死亡的女教師，與兄長同是大學畢業，兩兄弟早年較貧，十二、三歲時隨父母移居港地，當時家境貧困，父母和兄長父兄苦於供子女讀書，兄長勤奮向上，均讀書有成，並供子女兒工作半年結算畢業，生命，其母懷心欲絕。

隨改嫁母內地遷港

李慧與兄長李剛（二十七歲）為客家，在內地出生成長，十多年前生父病逝，母親改嫁，當時任職酒樓侍應的性鄭鄭父，舉家來港定居，父母靠微薄收入供子女讀書，兄長能刻苦，兩兄妹在香港先後大學畢業，兄長從事電子行業，五十歲的李母，現職成衣



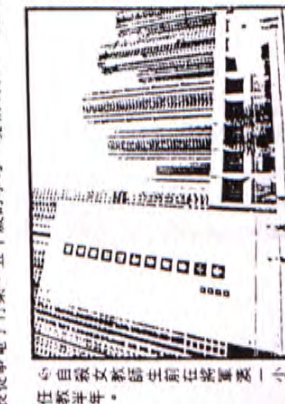
死者長兄（右二）與男友（楊仕彬），到殯房認屍。



繼父面對女兒的保單黯然神傷。



學生痛失老師。



自願女教師生前在將軍澳一小學任教半年。

供求失調 教師轉職難

【本報訊】香港教師會副會長黃志坤表示，隨著港府大力提倡教育改革，雖然社會對教育方面的質素有所增加，因經濟不景氣，教學職位流動性亦降低，每年大學畢業生或商界等失業人士，均希望投身或轉職穩定性較強的教師工作；在供求不均的情況下，不但新人難求，現職教師亦難求，縱使現職教師希望轉換教學環境，也非易事。

每周需授33節課

香港教育專業人員協會主席張文光則稱，新教師在入職初期對教學工作不適應十分普遍，教師每兩週授三十二至三十三節課，屬於正常工作量；但因每人對可承受能力能重不同，不能一概而論。  
 張指出，現職教師如在教學上或其他方面感到壓力，可致電該會教師減壓熱線，電話2780 7337。  
 教育署署長張建宗昨日出席教育學院一研討會時，對於又有教師自發表示倦倦難過，他表示，對於小學教師面對的工作壓力，教育署將會不斷增加資源，減輕教師的工作量，現時已將每一千五百名學生有一名輔導教師比例，調低至一千五百名學生有一名。另外教育署亦會於新學年撥款三百萬元，撥建二十五間小學作試驗，派出駐校心理學家協助學校處理教師與學生情緒問題。



夜遊神

馬訊

Ah Go! Go

娛樂

財金

新聞·體育



夜遊神

馬訊

Ah Go! Go

娛樂

財金

新聞·體育

星島日報 2000年10月11日 星期三 第11000號 電話：2266 3399 傳真：2266 6688 網址：onlin.com



# 癡漢殺女友 攬屍燒炭亡



**太陽報**  
THE SUN

2002年03月19日

壬午年二月初六日 售5元  
第4年002號 出紙624張半 星期二

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港龍招空姐少爺 千二人搶30職



陳永潤、戴惠霞生前與一眾好友合照。

三死者同學憑吊遺體，不覺相擁哭泣，亦有相互相安慰。

黃志強攝

## 癡馬被捕 畏罪尋死 全校痛哭

# 同學：唔捨得你死

## 三重自殺案

### 集體自殺

一男中二生集體自殺慘劇，震驚社會，千名師生沉浸於哀痛中，死者同窗摯友泣不成聲，三十名師生需接受心理輔導。三死者生前親密無間，男生陳永潤和女生李彩玲兩姊妹涉校外「曬馬」被捕，下月三日向警方報到等候發落，他們恐留案底入男女童院，一周前向同學揚言自殺，另一女生戴惠霞陪擊友同死。

同學寫給三死者的追思語句。

同學寫給三死者的追思語句。



人這就派人，前晚三點失去了一名女...

三點失去于女的李彩玲，昨晚九時半...

李彩玲的母親，昨晚在李彩玲的...

失去李彩玲的李彩玲，昨晚在李彩玲...

一直木無表情，認屍後便列列離去...



李彩玲母親(左)與女兒(右)在李彩玲...

# 李彩玲母兩日痛失兩至親

## 喪女心情未復 又聞病母去世

李彩玲的母親，昨晚在李彩玲的...

失去李彩玲的李彩玲，昨晚在李彩玲...

一直木無表情，認屍後便列列離去...



李彩玲母親(左)與女兒(右)在李彩玲...

李彩玲的母親，昨晚在李彩玲的...

失去李彩玲的李彩玲，昨晚在李彩玲...

一直木無表情，認屍後便列列離去...



李彩玲母親(左)與女兒(右)在李彩玲...

李彩玲的母親，昨晚在李彩玲的...

失去李彩玲的李彩玲，昨晚在李彩玲...

一直木無表情，認屍後便列列離去...



李彩玲母親(左)與女兒(右)在李彩玲...



9 771560 334010

「夜遊神」

馬訊

Ah Go! Go

娛樂

財金

新聞·體育

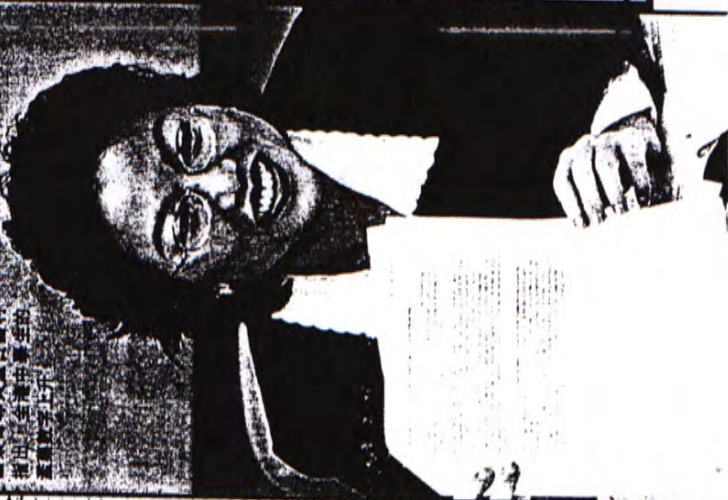
2006 3 29



# 禁毒處調查發現 較普通中學多兩倍

## 國際學校10.7%學生濫藥

國際禁毒處調查發現，國際學校學生濫藥情況較嚴重，竟有百分之十點七學生曾濫藥，比普通中學多出兩倍，並有近七成人表示將來可能會濫用藥物。社工和精神科醫生指出，這數字反映國際學校一批生活無憂的富家子弟，受到西方自由風氣感染，將濫藥看成新興玩意。



■狂野派對是學生濫用藥物的重災區。

### 萬二學生有濫藥傾向

調查報告其中一項令人關注的發現，是九萬多名受訪學生中，一成三約一萬二千名學生表示，將來一定會或可能會濫用藥物。在這項數據之中，原來國際學校有傾向濫藥的學生比例較普通學校更高，有逾一成六學生正站在濫藥邊緣，兼讀的專業教育學院學生亦呈上升之勢。

### 普通學校亦呈上升之勢

港府禁毒處委託中文大學一個研究組，於二〇〇〇年抽樣訪問了全港九萬五千七百多名中學程度學生，當中包括普通日間中學、國際學校和專業教育學院學生。當屆早前已公布部分調查結果，細報告則近日才完成。

詳細報告中的數據顯示，受訪的普通日間中學學生之中，百分之三點七曾經濫用精神科藥物，較九六年的百分之二點八顯著上升，國際學校學生的濫藥情況則更厲害，百分之十點七受訪學生認曾濫藥，私校學生亦有百分之六點三。

至於包括工業學院、職業先修學校等在內的專業教育學院，職攻讀的學生可能因為有較多時間流連在外，濫藥情況明顯較嚴重，一成五人曾認濫藥，當中接近一半更在服用藥物後與人發生行為。



牆追債字句點名校內一教師

校園遇襲

愛國熱生讓燈火的男婦



功夫茶想發奇

被法九七前一响大公司連帶到外國。因  
咭受到親視，迫害！即係咭，特區政府  
計，要逼本地傳媒連帶外國，先有羅宋  
菜粥這本地！  
唯有新，外國記者受到接待，佢哋  
俾半晚一晒，唔似中國人要一五羅宋  
菜粥頭款，特區用唔啱食一種嘅，餐  
情樣，招待外國媒體，即係美國認為奴  
大搞別有，就就將土地搬本地呢新聞出  
某餐，唔老意應區管治下，百變圖  
菜茶林受排擠，佢用跌神撞做一報排  
商，以拒零售打手，向東方步步迫迫，  
法院呢人權報告書，就點名踢咭，直排  
會！要將報香港新聞自由！  
餐用大作家陸文玲一句名言，香港  
一什華麗的衣服，如今卻成風虱子，  
兩哩風子不知所謂嘅「釣食」，不過係  
同屋風子，吹曬咀舌，其係可憐又可



港大畢業主修數學教英文壓力大

# 憂基綫教師倒樓

# 東方日報

第34年 81號  
出紙7張36張  
售6元



17C.....23C

2002年4月

12

王午年

二月廿日

星期五

電話: 2795 5555

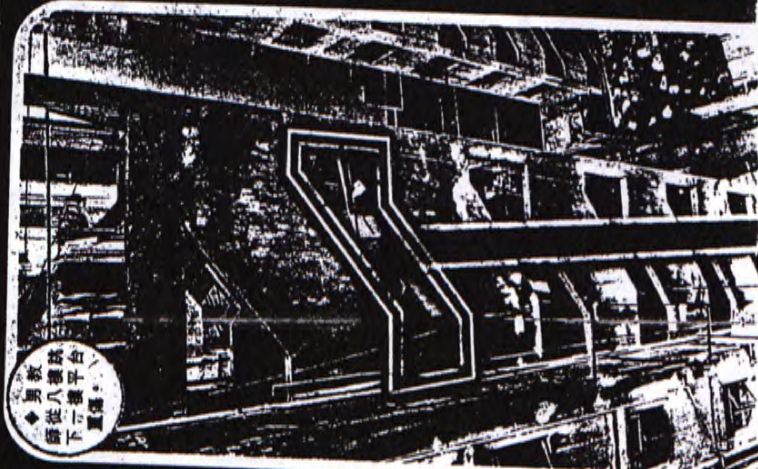
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**至抵**  
推介  
PARKTISHOP

A15 大量貨品 (買一送一)  
C33 個人護理大勁減

六合彩傳珠結果

## 碧威重創世界杯上陣成疑



教師的女友趕速醫院，向警員了解原因。



◆新舞台  
◆八樓平台  
◆地下一層  
◆地下二層



# 曾蔭權收千萬長俸再加薪百萬

## 高官新舊薪酬比較

<b>政務司司長</b>	
原有年薪:	\$2,729,400
部長制年薪:	\$4,100,000
<b>財政司司長</b>	
原有年薪:	\$2,580,000
部長制年薪:	\$3,977,000
<b>律政司司長</b>	
原有年薪:	\$2,451,000
部長制年薪:	\$3,857,690
<b>各政務局局長</b>	
原有年薪:	\$2,281,200
部長制年薪:	\$3,700,000

【本報訊】行政會議昨日經過六個多小時冗長討論後，正式通過特首董建華任內最重要改革的部長制方案，而特區政府今年實施新制度最多將要付出九千萬。

### 公務員福利全失去

以政務司司長曾蔭權為例，倘若首選請他繼續擔任政治委任的政務司司長，曾氏將可以馬上「一筆過」取得一千二百萬元的長俸，每月再取七萬一千多，年薪亦由現時的二百七十萬元大增至四百一十萬元，帳面上加薪一百四十萬元。

■曾蔭權轉職為部長，可馬上一次過先取得逾千萬元約三十年公務員退休金。

不過，曾蔭權同一時間亦要脫離公務員行列，失去所有公務員福利。他唯一可以保留的，是繼續住在山頂白加道豪宅作為官邸。

根據行政會議昨日通過新的政府架構，今年七月一日開始，政府內部會有十四位政治任命官員，包括三位司長和十一位部長。政治任命官員年薪由三百七十萬元至四百一十萬元，較現時高萬倍。新從帳面上多一百多萬元，但政治任命官員將不會享有其他公務員福利。三位司長可保留官邸。消息人士稱，現時高僅三位司長可保留官邸，因此折算比較，政治任命官員較現時高萬倍。以上述十

四人計，每年薪開支為五千六百三十三萬元。假如現任官員獲選為部長，若他們已年屆五十五歲退休之齡，則會先以「黃金手」方式一次過計算清楚長俸及退休金後，再行聘用。若未滿五十五歲，則要等到五十五歲才可取得長俸。現時只有曾蔭權、孫明揚及周德熙年滿五十五歲。

孫明揚亦可以一次過先取回逾一千萬元，而周德熙可以取回接近一千萬元。倘若孫及周三人全部成為部長，政府為此今年要先行付出三千多萬元的退休金開支。

相關數據刊A4版

# 120萬保單交母親 男友說情未變

# 26歲女教師燒炭自盡

## 女教師燒炭自殺示怨圖



【本報訊】一名中大畢業執教職只有數月的年輕小學女教師，日前清明節將兩份總保額近一百二十萬元的保險單留交母親後，昨日被發現現在土瓜灣住所內燒炭自殺，送院證實死亡。她在遺書中透露生活得不開心，並表示對不起家人、男友和學生，警方調查後，不排除因欠下此不和義及因四毒後，不堪設想而致了此不和義及因四毒。

透露工作得不開心，欲轉到其他學校任教，她恐女兒出事，於是昨晚十一時許，與丈夫一同到馬頭圍道女兒住所查看，拍門良久也無人應，心感不妙，立即報警。

**手攬枕頭昏迷倒地**

消防員到場破門入屋，發現李慧身穿長袖運動服，在廁所門口緊抱枕頭昏迷倒地，身旁放有一隻盛滿炭火的爐，相信她是服炭自盡，消防員隨即報警，並送院救治。

# 蘋果日報

APPLE DAILY

2002年4月10日  
夏曆壬午年二月二十八日 戊申定  
出紙六疊 二十六張半—〇六頁 只售六  
今日印數:395,000份 第八年—〇〇  
港府指定刊登法律廣告之有效刊  
http://appledaily.atnexti.co

24小時投訴報料熱線

電郵地址: adnews@appledaily.co

2786 0099

2370 3283

892670-83806

本港天氣預報

●多雲  
●晴間多雲  
●最高氣溫23℃至25℃

88 第〇七期六合彩開獎號碼

07 08 23 32 33 5

頭獎: 無注中

用滙豐信用卡  
美心粵潮菜食府

4100



# 伏明霞獲通行證 半年內自由來港

【本報訊】財政司司長梁錦松公開與中國跳水皇后伏明霞「拍拖」的消息後不久，昨日有親北京報章報導伏明霞已獲得內地簽發為期長達半年的赴港通行證，令她可以在半年內自由來往香港。伏明霞昨晚得悉有關報道後，即時反應是：「怎樣他們那麼厲害？」但她以自己正在拍照為由，著記者稍後再行致電，但其後她已關上手提電話，拒絕回應記者的提問。

據《大公報》昨日報道，一名即將到香港大學進行交流訪問的清華大學學生，日前到大學外事辦公室辦理赴港通行證時，看見伏明霞的通行證，並得到該辦公室老師的證實。

## 梁錦松拒回應有否協助

至於財政司司長梁錦松的新聞秘書譚志漢，沒有回覆記者問及梁錦松有無協助伏明霞取得通行證的查詢。

嶺南大學政治與社會學系副教授李彭廣說，目前內地人領取赴港通行證，並不困難，內地的出入境部門更會因為商務需要，向內地人發出為期一年、每次可留港十四天的多次進出通行證。

因此李彭廣對於伏明霞獲得為期半年的通行證並不意外，他說：「如果佢（伏明霞）突然搞到單程證，先係大件事！」



# 六對夫婦 一雙兄妹 兩名親戚

# 聖公會16名校校長一家親

【本報訊】在本港營辦多間名校的辦學團體聖公會，轄下有十六間學校的校長有親屬關係，情況引起教育界非議，質疑聖公會有「家天下」之嫌。立法會教育界代表兼教育專業人員協會會長張文光對此表示震驚：「好似藤連瓜、瓜連藤，有各種關係，密切得好像要緊。」他認為這反映聖公會「用人政策好小圈子、封閉」，聖公會須作檢討和向公眾交代。

記者：譚秀娟

## 聖公會16學校校長關係



- ### 何明華會督中學校長「七宗罪」
- 1 實驗室技術員在學校實驗室吸入煤氣送院，傳因壓力全自殺
  - 2 不理反對訂做鑲石架和大型戶外宣傳布幔連吊架，只花一年及數天，浪費公帑
  - 3 耗資 62 萬元興建運動科學研習中心，使用率低，浪費公帑
  - 4 校長在學校轉型時，沒有為教師提供適當支援及協助
  - 5 把金、電、園三科課程合為一科，老師要兼教三科，教學質素，憂慮因此通解雇
  - 6 人事安排不當，例如把工場導師調為美術科助理，負責

Appendix 6:

Invitation Letter





THE CHINESE UNIVERSITY OF HONG KONG 香港中文大學

SHATIN • NT • HONG KONG • TEL.: 2609 6000  
2609 7000

TELEGRAM 電報掛號: SINOVERSITY  
TELEX 電訊掛號: 50301 CUHK HX  
FAX 圖文傳真: (852) 2603 5544

香港新界沙田 • 電話: 二六〇九 六〇〇〇  
二六〇九 七〇〇〇

DEPARTMENT OF MANAGEMENT

管理學系

FAX : (852) 2603 6840

(852) 2603 5104

TEL : (852) 2609-

Re: Crisis Management Survey conducted by the Chinese University of Hong Kong

Dear Principal / Vice-Principal / Supervisor:

We are currently working on a management research studying the crisis awareness of Hong Kong secondary schools.

With the increasing number of school crises happened recently, the importance of crisis management in the education sector should definitely not be overlooked. The goal of this survey is to assess the crisis awareness and response capability of secondary schools in Hong Kong.

On behalf of our department at the Chinese University of Hong Kong, we are cordially inviting you to join this survey by simply filling in the attached questionnaire for our further analysis.

Your valuable information provided will help to improve educational policies.

All the data provided will only be used for academic research purpose, and school identity will be kept STRICTLY confidential. If you are interested, the research report of this study will be emailed to you for your reference. For inquiries, please contact our research team at 9013-5233 or [macrodna@cuhk.edu.hk](mailto:macrodna@cuhk.edu.hk).

Thank you very much for your kind attention.

Yours sincerely,

Evelyn Yung  
For and on behalf of  
Prof. Terence Tsai  
Department of Management  
The Chinese University of Hong Kong



Appendix 7:  
Research Questionnaire

Section A

1. How old are you?

Years

Months

Days

Sex

Marital status

Single

Married

Divorced

Widowed

Other

Education

Primary

Secondary

Higher secondary

University

Postgraduate

Other

Employment

Unemployed

Employed

Self-employed

Other

Income

Less than Rs. 10,000

Rs. 10,000 - 20,000

Rs. 20,000 - 30,000

Rs. 30,000 - 40,000

Rs. 40,000 - 50,000

Rs. 50,000 - 60,000

Rs. 60,000 - 70,000

Rs. 70,000 - 80,000

Rs. 80,000 - 90,000

Rs. 90,000 - 1,00,000

More than Rs. 1,00,000

Other

Religion

Hindu

Muslim

Christian

Jain

Other

## **The Chinese University of Hong Kong Research Questionnaire**

For inquiries, please contact Evelyn Yung at [macrodna@cuhk.edu.hk](mailto:macrodna@cuhk.edu.hk) or 9013-5233 (Tel) or 2407-7556 (Fax)

**Dear Respected School Principal / Vice-Principal / Crisis Management Team Member:**

We are presently working on a management research studying the crisis awareness of Hong Kong secondary schools. It is highly appreciated if you could spare about 15 minutes of your valuable time to fill in this questionnaire.

**YOUR VALUABLE INFORMATION PROVIDED WOULD HELP TO IMPROVE EDUCATIONAL POLICIES AND WILL BE KEPT STRICTLY CONFIDENTIAL.** Thank you for your cooperation.

### **Section A:**

1. Does your school have a crisis management plan<sup>1</sup> (CMP)? ☐ Yes ☐ No.

**If yes:**

How often is the CMP revised?

- ☐ Twice per year ☐ Once per year ☐ Once every two years ☐ Once every three years  
☐ Once every four years ☐ When it is necessary ☐ No specific frequency ☐ Others \_\_\_\_\_

Who are involved in the design of CMP? (Please  $\checkmark$  all that applies)

- ☐ Principal ☐ Vice Principal / Supervisor ☐ Teacher representatives ☐ Parent representatives  
☐ Students ☐ External consultant ☐ Governmental consultant ☐ Non-teaching staff  
☐ Community members ☐ Alumni representatives ☐ Social workers ☐ Others \_\_\_\_\_

**If no, why not?**

- ☐ Don't see an urge ☐ Don't think it is necessary ☐ Financial constraint ☐ Bring little value  
☐ Other reason \_\_\_\_\_

2. Does your school have a crisis management team<sup>2</sup> (CMT)? ☐ Yes ☐ No.

**If yes:**

The team has \_\_\_\_\_ persons

Who are included in the CMT? (Please  $\checkmark$  all that applies)

- ☐ Principal ☐ Vice Principal / Supervisor ☐ Teacher representatives  
☐ Parent representatives ☐ External consultant ☐ Governmental consultant  
☐ Non-teaching staff ☐ Community members ☐ Alumni representatives  
☐ Students ☐ Social workers ☐ Others \_\_\_\_\_

What is the frequency of CMT meeting?

- ☐ Twice a month ☐ Once a month ☐ Once every three months  
☐ Once every six months ☐ Once a year ☐ When it is necessary  
☐ No specific frequency ☐ Others \_\_\_\_\_

**If no, why not?**

- ☐ Don't see an urge ☐ Don't think it is necessary ☐ Financial constraint ☐ Bring little value  
☐ Other reason \_\_\_\_\_

<sup>1</sup> Crisis management plan (CMP) is an operational contingency plan that solves the crisis-related problems or issues, controls and coordinates all internal and external communications, and runs the rest of the school operation.

<sup>2</sup> Crisis management team (CMT) is a group of people who takes charge of the situations, makes crisis-related decisions, and directs operational and communication activities during crises.



# **The Chinese University of Hong Kong Research Questionnaire**

For inquiries, please contact Evelyn Yung at [macrodna@cuhk.edu.hk](mailto:macrodna@cuhk.edu.hk) or 9013-5233 (Tel) or 2407-7556 (Fax)

	Have	Planned	Looking into possibility	None	Don't know
3. Does your school provide any recurrent crisis management training programmes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does your school have external consultants for crisis management?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does your school have crisis-specific memo or circular distributed to <u>all staff</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does your school have crisis-specific memo or circular distributed to <u>all students</u> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does your school have emergency manuals available for borrowing or viewing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does your school have mentorship program available to all students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does your school have a telephone hotline specially for crisis-related inquiries?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Does your school have insurance coverage for accidents and personal injuries of all students and staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Does your school have a School Bus Services Committee to monitor the school transport services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Does your school have a Standing Laboratory Safety Committee to monitor experiments and operations in the school laboratories?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Does your school have a drug education policy or drug education program to prevent drug abuse or trafficking in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Does your school have guidance teacher(s)? ☐ Yes (If yes, please specify no. \_\_\_\_ ) ☐ No

15. Does your school have school social worker(s)? ☐ Yes (If yes, please specify no. \_\_\_\_ ) ☐ No

## **Section B: Crisis Situation Audit**

	Experienced before?	Any <u>written</u> responding plan that addresses this situation?	Perceived <u>likelihood</u> to occur	Perceived <u>degree of impact</u> on school	Please <u>✓</u> 5 crises that you concern most
<b>Crisis situations:</b>	Please select: Yes OR No?		Please rate in a scale from 1=Very Low-----10=Very High		
a. Campus fire/ building damage	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
b. Toxic chemical spill	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
c. School evacuation/relocation of students	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
d. Suicide or threat of suicide by teacher	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
e. Suicide or threat of suicide by student	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
f. Teacher death (except suicide)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
g. Student death (except suicide)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
h. School bus accident	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
i. Injuries on campus	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
j. Crime on campus: assault, robbery, rape, gang activity	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
k. Violence on or near campus: gang fight, beating, riot, stabbing/cutting, shooting, homicide	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			



## The Chinese University of Hong Kong Research Questionnaire

For inquiries, please contact Evelyn Yung at [macrodna@cuhk.edu.hk](mailto:macrodna@cuhk.edu.hk) or 9013-5233 (Tel) or 2407-7556 (Fax)

	Experienced before?	Any written responding plan that addresses this situation?	Perceived likelihood to occur	Perceived degree of impact on school	Please ✓ 5 crises that you concern most
<b>Crisis situations:</b>	Please select: Yes OR No?		Please rate in a scale from 1=Very Low-----10=Very High		
l. Terrorist activity: bomb threat, hostage situation	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
m. Explosion: boiler room, science lab	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
n. Natural disasters: severe thunderstorm, flood, typhoon	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
o. Multiple injury violence	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
p. Campus intruder: trespasser, deranged person, armed person	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
q. Campus unrest: Student/teacher/parent protest or walkout	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
r. Racial tension (e.g. between Mainland students and Hong Kong students)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
s. Teacher/employee arrested for drugs, sex offense, robbery, violence, and so on	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
t. Government related change: Chinese as medium of instruction, IT education, and so on	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
Others (Please specify):	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			

### Section C: Overall speaking...

From a scale of 1 to 10, please rate the extent to which you agree/disagree with the following statements:

**(1 = Strongly Agree; 10 = Strongly Disagree)**

	1	2	3	4	5	6	7	8	9	10
1. Overall speaking, our school is <u>very likely</u> to encounter crisis situation in the near future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Overall speaking, the crisis to be encountered will have <u>very high impact</u> on our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Overall speaking, we are <u>very aware</u> of ALL POTENTIAL CRISES in our school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Overall speaking, we are <u>very ready</u> to deal with ALL POTENTIAL CRISIS situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Overall speaking, we have <u>very good</u> SUPPORT & BACKUP to deal with school crisis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Overall speaking, secondary schools in Hong Kong will face more crises than ever.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Section D: Past experience

Did your school experience ANY crisis situations in the past 3 years?

☐ Yes (if yes, please continue)      ☐ No (If no, please go to Section E)



## The Chinese University of Hong Kong Research Questionnaire

For inquiries, please contact Evelyn Yung at [macrodna@cuhk.edu.hk](mailto:macrodna@cuhk.edu.hk) or 9013-5233 (Tel) or 2407-7556 (Fax)

From a scale of 1 to 10, please rate the extent to which you agree/disagree with the following statements:

**(1 = Strongly Agree; 10 = Strongly Disagree)**

<u>In the past 3 years.....</u>	1	2	3	4	5	6	7	8	9	10
1. Our school had continued to monitor and to deal with problems specifically related to the crises encountered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. There were debriefing meetings after <u>each</u> incident of crises encountered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The existing crisis management plan (CMP) was reviewed <u>every time</u> after a crisis had occurred.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The existing crisis management plan (CMP) was modified <u>every time</u> after a crisis had occurred.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Additional crisis-related training was implemented <u>every time</u> after a crisis had occurred.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Section E: School Profile

1. This is a \_\_\_\_\_ school.  
☐ Boy's                      ☐ Girl's                      ☐ Co-ed
2. This is a \_\_\_\_\_ school.  
☐ Government                      ☐ Subsidized                      ☐ Direct Subsidy Scheme  
☐ Private                      ☐ ESF/ International schools
3. The number of students is around \_\_\_\_\_ students.  
☐ < 500                      ☐ 501-1000                      ☐ 1001-1500                      ☐ 1501-2000                      ☐ > 2000
4. The average class size is around \_\_\_\_\_.  
☐ < 10                      ☐ 11-20                      ☐ 21-30                      ☐ 31-40                      ☐ 41-50                      ☐ > 50
5. The number of teaching staff employed is around \_\_\_\_\_.  
☐ < 10                      ☐ 11-20                      ☐ 21-30                      ☐ 31-40                      ☐ 41-50                      ☐ 51-60                      ☐ > 60
6. Our school is using \_\_\_\_\_ as a medium of instruction.  
☐ English                      ☐ Chinese                      ☐ Others \_\_\_\_\_ (Please specify)
7. Our school has \_\_\_\_\_ years in history.  
☐ < 10                      ☐ 11-20                      ☐ 21-30                      ☐ 31-40                      ☐ 41-50                      ☐ 51-60                      ☐ 61-70                      ☐ > 71
8. Our school is located in \_\_\_\_\_ district.  

<input type="checkbox"/> Southern	<input type="checkbox"/> Central & Western	<input type="checkbox"/> Wan Chai	<input type="checkbox"/> Hong Kong East
<input type="checkbox"/> Islands	<input type="checkbox"/> Kowloon City	<input type="checkbox"/> Yau Tsim & Mong Kok	<input type="checkbox"/> Kwun Tong
<input type="checkbox"/> Sham Shui Po	<input type="checkbox"/> Wong Tai Sin	<input type="checkbox"/> Sai Kung	<input type="checkbox"/> Sha Tin
<input type="checkbox"/> Tai Po	<input type="checkbox"/> Kwai Chung & Tsing Yi	<input type="checkbox"/> Tsuen Wan	<input type="checkbox"/> Yuen Long
<input type="checkbox"/> Tuen Mun	<input type="checkbox"/> North		
9. Our school has a "parent-teacher" association.  
☐ Yes                      ☐ No.
10. The majority of our students are classified as \_\_\_\_\_ students by the Secondary School Places Allocation Scheme (SSPA) of the Hong Kong Education Department.  
☐ Band 1                      ☐ Band 2                      ☐ Band 3                      ☐ Band 4                      ☐ Band 5
11. The teachers' turnover rate is around \_\_\_\_\_ per year.  
☐ <5%                      ☐ 6-10%                      ☐ 11-15%                      ☐ 16-20%                      ☐ 21-25%                      ☐ 26-30%                      ☐ >30%

### ~THANK YOU FOR YOUR PARTICIPATION~

☐ I want to receive a copy of this research result.

My email address is \_\_\_\_\_

Please send us the completed questionnaire by Fax at **2407-7556**

or Email at [macrodna@cuhk.edu.hk](mailto:macrodna@cuhk.edu.hk)

Alternatively, you may drop us a call at **9013-5233** for a pick-up of the completed questionnaire.

Thank you again!

## Appendix 8:

**Table A: Scale Descriptions**

Scale and its Items	Corrected Item- Total Correlation	Cronbach $\alpha$
<b>Perceived Crisis Likelihood to Occur:</b>		0.9315
1. Campus fire/ building damage	0.7649	
2. Toxic chemical spill	0.7434	
3. School evacuation/relocation of students	0.7253	
4. Suicide or threat of suicide by teacher	0.7246	
5. Suicide or threat of suicide by student	0.7062	
6. Teacher death (except suicide)	0.7785	
7. Student death (except suicide)	0.5571	
8. School bus accident	0.7944	
9. Injuries on campus	0.7843	
10. Crime on campus: assault, robbery, rape, gang activity	0.8843	
11. Violence on or near campus: gang fight, beating, riot, stabbing/cutting, shooting, homicide	0.8746	
12. Terrorist activity: bomb threat, hostage situation	0.5963	
13. Explosion: boiler room, science lab	0.8056	
14. Natural disasters: severe thunderstorm, flood, typhoon	0.5087	
15. Multiple injury violence	0.8883	
16. Campus intruder: trespasser deranged person, armed person	0.8052	
17. Campus unrest: Student/teacher/parent protest or walkout	0.4603	
18. Racial tension (e.g. between Mainland students and HK students)	0.4885	
19. Teacher/employee arrested for drugs, sex offense, robbery, violence, and so on	0.7516	
20. Government related change: Chinese as medium of instruction, IT education, and so on	0.3959	
21. Others	0.4028	

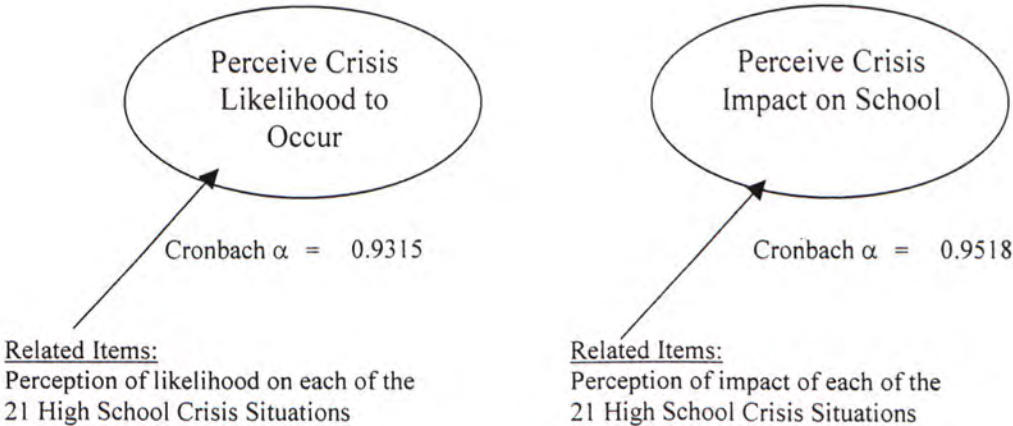


**Table B: Scale Descriptions**

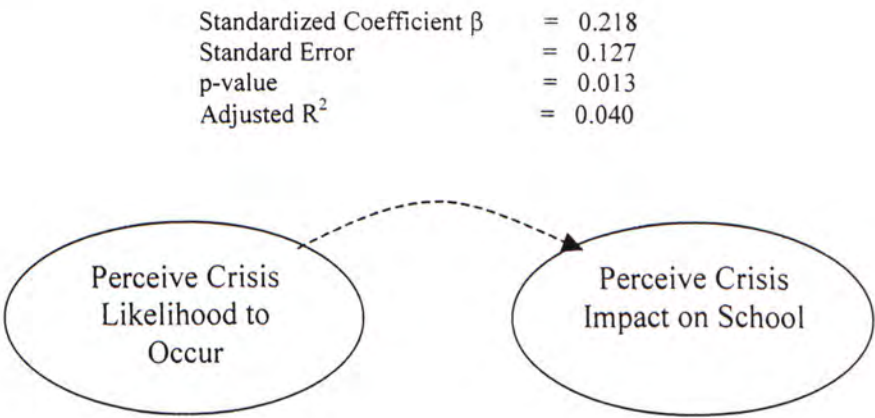
Scale and its Items	Corrected Item- Total Correlation	Cronbach $\alpha$
<b>Perceived Crisis Impact on School:</b>		<b>0.9518</b>
1. Campus fire/ building damage	0.1950	
2. Toxic chemical spill	0.7657	
3. School evacuation/relocation of students	0.9562	
4. Suicide or threat of suicide by teacher	0.8745	
5. Suicide or threat of suicide by student	0.8845	
6. Teacher death (except suicide)	0.8171	
7. Student death (except suicide)	0.6871	
8. School bus accident	0.2770	
9. Injuries on campus	-0.7531	
10. Crime on campus: assault, robbery, rape, gang activity	0.9272	
11. Violence on or near campus: gang fight, beating, riot, stabbing/cutting, shooting, homicide	0.8953	
12. Terrorist activity: bomb threat, hostage situation	0.9633	
13. Explosion: boiler room, science lab	0.8993	
14. Natural disasters: severe thunderstorm, flood, typhoon	-0.2908	
15. Multiple injury violence	0.8614	
16. Campus intruder: trespasser deranged person, armed person	0.9891	
17. Campus unrest: Student/teacher/parent protest or walkout	0.9531	
18. Racial tension (e.g. between Mainland students and HK students)	0.8432	
19. Teacher/employee arrested for drugs, sex offense, robbery, violence, and so on	0.8854	
20. Government related change: Chinese as medium of instruction, IT education, and so on	0.3170	
21. Others	0.8911	

Appendix 9:

**Figure A: Reliability Test of Constructs Using Cronbach  $\alpha$**



**Figure B: Test of Unrelated Constructs Using Regression**



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